Sister M. Columba
Detroit, Mich.

MICHIGAN EDUCATION JOURNAL

OFFICIAL ORGAN MICHIGAN STATE TEACHERS' ASSOCIATION

Vol. 1 FEBRUARY 1924 No. 6

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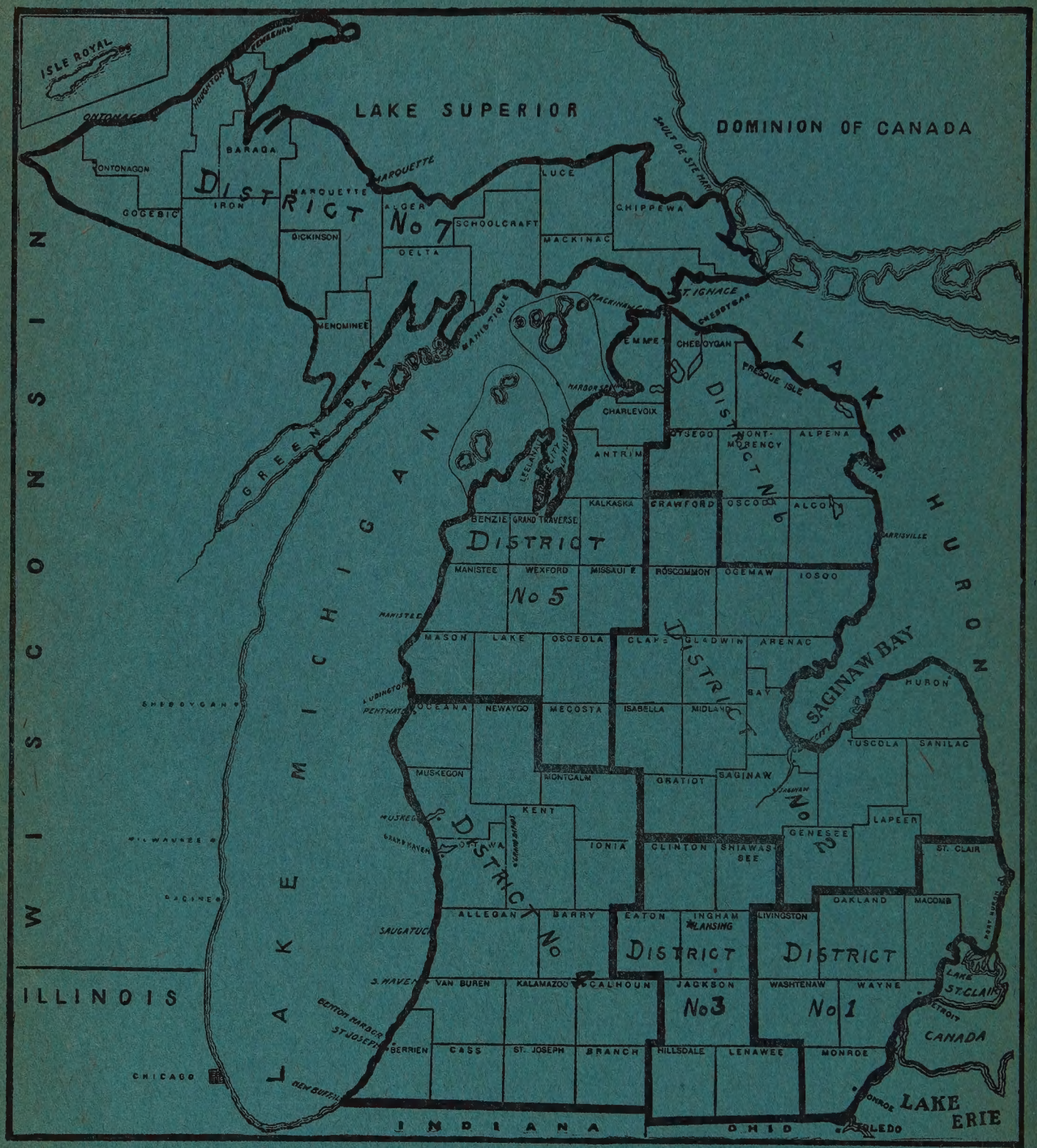

DISTRICT CHAIRMEN AND DATES OF MEETINGS 1924

Dist. 1—John Merrill, Detroit.....Oct. 27-28
Dist. 2—Supt. G. L. Jenner, Bay City...Oct. 23-24
Dist. 3—Supt. J. W. Sexton, Lansing....Oct. 23-24
Dist. 4—Supt. E. E. Fell, Holland.....Oct. 30-31
Dist. 5—Com'r Roy Noteware, Cadillac..Oct.30-31
Dist. 6—Supt. Geo. H. Curtis, Alpena....Oct. 27-28
Dist. 7—Com'r Simon E. Anderson, Marquette....Oct. 9-10

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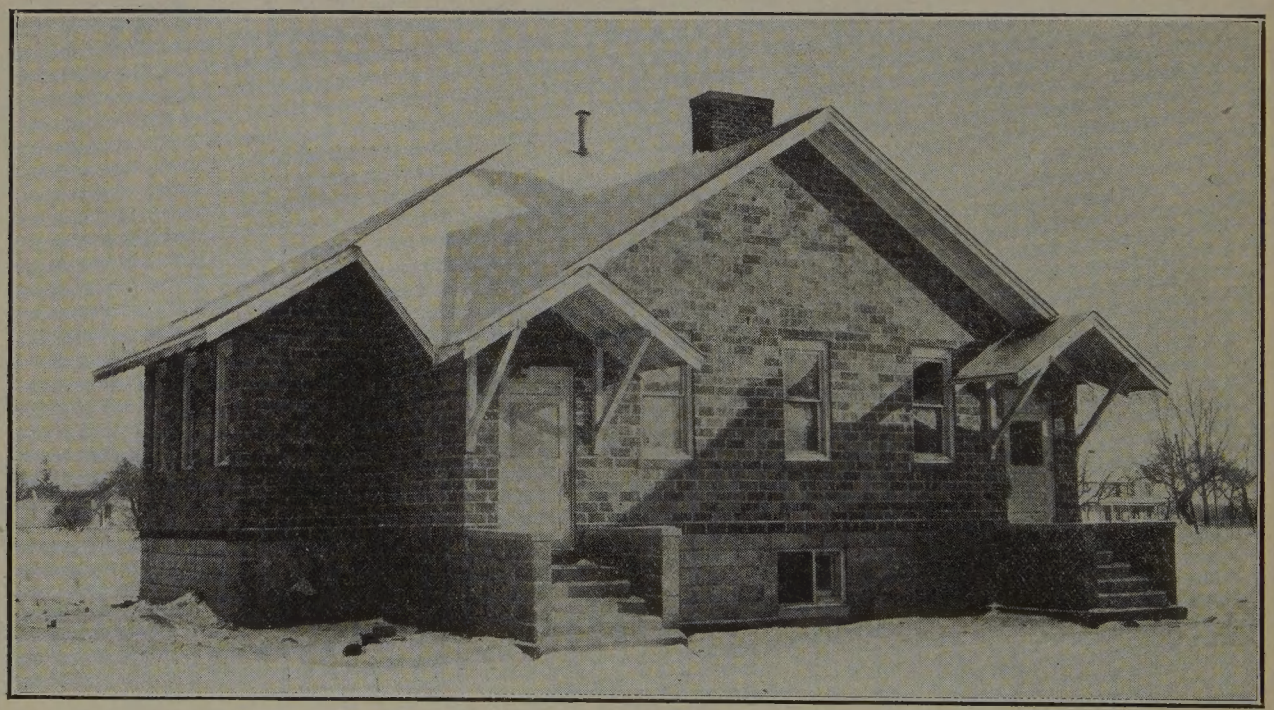


Rural School, Design No. 1, floor plan and features of which were published in the January number.

THE EUROPEAN SITUATION AND OUR RELATION TO IT

SIMEON D. FESS
United States Senator, Ohio

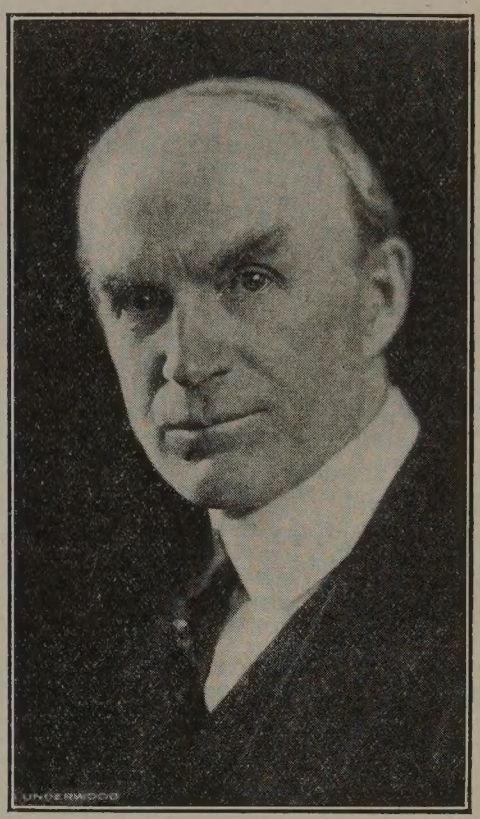
[Address at Annual Banquet of Mich. State Teachers Association, December 27, 1923

Fellow teachers and friends, if time would permit, I should be pleased to speak briefly on the status of Federal legislation as it applies to education, but I have a strong conviction that I have no right to come from Washington to speak to an audience of this character without paying attention to what I regard as the most interesting, if not the most acute and delicate, situation that faces the world today. For this reason, and because you are a very representative group of men and women, far reaching in your influence, I wish to take this opportunity to discuss the situation in Europe and our relation to it.

The one most delicate situation of all is the increasing estrangement between Great Britain and France. This estrangement will continue until a complete break will take place. There isn't the slightest doubt about that in my mind.

If the estrangement were due to racial or political or religious differences, it would not be very serious because all of those differences could respond and would respond to agreements that could be reached in conferences, but unfortunately the difference between these two nations is economic. It is true there is a phase of political difference but that is not major. The real difference is the operation of the economic forces which are driving the two countries in opposite directions.

Now, ladies and gentlemen, if economic forces could respond to legislation or to agreements, there would not be anything serious about it but they do not respond to legislation. We could pass a law at Washington requiring water to run uphill but when we had passed the law, water would run down-hill just the same as it did before we passed it. We could pass a law requiring that certain articles should be sold for certain prices, but unfortunately prices are determined by values, and values are determined by an economic law that does not respond to legislation. We could pass a law requiring the dollar to buy one hundred cents' worth of goods. Germany



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WASHINGTON, D. C.

Sen. S. D. Fess

tried that and see where her mark it. Russia tried it and see where her ruble is. France, one of the most substantial countries of Europe, has a franc worth normally nineteen cents, a franc that is now worth five cents. That is due to economic forces and, no matter what legislation takes place, economic forces operate without respect to the wishes of politicians.

It is these economic forces which are operating to cause Britain and France to

grow farther and farther apart. Great Britain is an over-seas commercial country. She is the greatest trader of history. Eighty per cent of all her activity is involved in trade with foreign countries. Only about one-fifth of her activity is domestic. Britain is, therefore, a great country on the sea, and a country to be powerful on the sea must have certain items. Although we have a great foreign commerce and the second largest merchant marine in the world, not over one-fifth of our foreign trade is carried in American bottoms. Britain has the carrying power of the world. Besides merchantmen, however, she must have coaling stations, and Britain has a coaling station in every convenient spot of the civilized sea, so that, if one British vessel is found anywhere on the sea with its bunkers filled with coal, that vessel will be at her own coaling station before the coal is exhausted. This is a wonderful system. Then there must be cables. There must be open ports There is not an open port on the globe in which Britain's flow of commerce is not seen. There must be a system of maritime insurance. Britain writes the best risk of any nation of the world.

Then, back of it all, must be a great navy. Britain has had that. Up to 1921, when the Arms Conference adjourned, Britain had double the navy of the next greatest navy of the world. This must be said in favor of the Arms Conference—that in that Conference Britain signed a treaty giving to the United States, for the first time in the history of the world, a navy equal to Britain's, and forty per cent greater than that of Japan. These are the elements that make up a great commercial country and Britain has been building it since 1688.

I know of no more interesting run in history than the effort of Britain to come to be head of the seas. When Christopher Columbus discovered the new world, the power that controlled the sea was Portugal, as you recall. She lost it to Spain. Spain in time lost it to Holland. Holland lost it to France, and then, after years of evolution, France and Britain went into that famous duel which lasted one hundred and twenty-seven years, during which seven great wars were fought between those two countries to determine which would take the sea. Britain took it at the fall of Napoleon Bonaparte, and from that date to the present time she has been building her life, industrially speaking, on the sea.

What is it that Britain needs? Markets. What will decide her present position in the world? Distribution of markets.

A great war broke down the market of the central powers, and broke down the market of Russia. The second greatest market of Britain before the war has never recovered. That is Germany. The result is that, nearly six years after the war closed, the most substantial country of Europe—Great Britain—is battling with an unemployment problem, the most serious in her history, with one and a quarter millions of her workers out of employment.

She has seen that the only method by which she can solve this problem is a revival of the markets that are broken down and thus she is insisting with France and other countries that steps must be taken to prevent the total collapse of the Central Powers, and not only to prevent, but to make it possible for Germany, Austria, Hungary, and Russia to become producers and consumers again of products that are on the sea; hence, Britain's insistence on the first economic conference that was held at Cannes.

When that conference was held, we were holding a conference at Washington known as the Arms Conference. That conference was in session three months. There were seven great proposals made in the conference. All of them were made by American delegates. Every one of them was not only adopted but unanimously adopted — the greatest case of unanimity of decision in the history of the world. When that conference was moving with such unanimity, it inspired Lloyd George, who then was the Premier of Great Britain, and he said, "Why can't Europe do for economic recovery in the Old World what America is doing for the reduction of the burdens of armament and the lessening of the chances of war in the New World?" And through Lloyd George the Cannes Conference was called.

Briand, the head of the French Government here at Washington, as the representative of his government, left Washington to be present at this conference. When he listened to Lloyd George's presentation of the problem of Britain, he conceded, but said he would have to have further instructions from his home government before he

could agree fully to the second conference to be held at Genoa. Briand went from the Cannes Conference back to France. He was met by a very hostile attitude of mind and eventually said, "If there is anyone else that can do it better, I will willingly give way and let somebody else take the burden." That was the greatest surprise to me of anything that had taken place in Europe.

One of the opportunities of a man's life was to attend the Arms Conference at Washington and watch the performance of that aggregation of men, so tremendously significant and important. The greatest scene in the nine plenary conferences took place during the third conference when the whole day was given over to France, and when Briand, the master orator of the old world, presented France's situation and offered an amendment that the Nations should not require her to reduce her army but permit her to maintain that army. As a student of armament of this and other countries, I felt all along, as nearly everybody felt, that France must reduce that army. You can quickly see why. Think of our country, the richest in the world—one hundred and ten millions of people with a small debt, comparatively speaking, only seven per cent of our wealth, and with an army of 127,000 — only that. Then consider France with a population a little over one-third of ours, with a debt which, instead of seven per cent of her wealth, is over ninety per cent of her wealth, and with an army six times as great as ours—750,000, instead of 127,000.

I do not think any nation can live with the burden of such an unproductive element as that standing army. Nobody thought that France would be permitted to continue her large army but, after Briand spoke, everybody seemed to have changed his mind. I never saw such a performance. Webster said once, "A great speech comprehends a great issue; a great occasion, a great speaker."

Here was the occasion—nine nations sitting here.

Here was the issue—Shall France be required to reduce her army?

Speaker? It was Briand.

When he finished his address, Arthur Balfour arose and said, "I congratulate you. You have listened to the master orator of the Old World."

While Briand was speaking a good friend of mine, a Democratic representative who was sitting at my right, was so excited he could not sit still. I found him two or three times up on his feet. Finally I got his coat tail and pulled him down. "Phil, you must be wonderfully enjoying this speech," I said. (Briand was speaking in French). "I am, but I haven't understood a damned word he has said."

In other words it was a case of oratory where the auditor could not understand what was being said and yet he was moved beyond himself.

When he finished you know what happened. They agreed not even to discuss the question of limitation of armament on land, and the army of France is just as big now as it was then.

And this is the man who had carried France through the storms of war. He had conducted her affairs in the aftermath of war, listened to Lloyd George present the claim of economic recovery in Europe in which he stated that there was no possibility of stability in the Old World unless there was a definite attitude toward the Central Powers. Briand conceded, but the people of France felt that he was not properly taking care of France; so he resigned and Poincare took his place.

The first utterance of Poincare startled the world. It was this: "France will attend no conference where you discuss the question of reparations." That is exactly what the conference was called for and that immediately impressed Lloyd George. The conference at Genoa was called. Poincare was present and the first conflict arose over what was to be done with the Russian delegates? Britain said, "There is no possibility of ever coming back economically in Europe unless you include in your consideration the country that has one-sixth of the inhabitable globe with two hundred millions of people." France said, "We shall never sit down at the table with equal voting power with a government that will not respect the sanctity of a contract."

Now in that the United States was with France rather than with Britain, taking the opposite view from Britain, but no one must make the mistake of thinking that Britain was excusing any crime in Russia

or that Britain wanted to recognize any government in Russia. Britain was insisting that the big problem was economic recovery in the Old World and Russia must be considered or there was no possibility of recovery. That was her position. On the other hand France felt that there was no possibility of her conceding that point to Russia without releasing her from the contracts and obligations she held toward France.

The second break was on reparations. France held that Russia and Germany must pay the amount that the Reparations Commission had established, and that the Treaty of Versailles could not possibly fix the damage.

I am talking to teachers, every one of whom is an independent thinker, and I call your attention to this. Do not confuse "indemnity" with "reparation." Indemnity carries with it penalty. Reparation is limited by damage. It is not indemnity that we are speaking of, but reparation.

The Treaty at Versailles could not fix the amount of reparations. It took too long. All the treaty could do was to provide for appointing a commission to study the damages and announce them. That commission is the Reparations Commission. It studied the damages and made this startling announcement: "The damage that Germany must pay is 132 billion gold marks." That is thirty-three billion dollars. Of course she can't pay it. There is no possibility of her doing it, especially since the treaty detached from her Upper Silesia, took from her the Saar Valley, gave to the allies interest and control in the Ruhr Valley, and detached, as it should be, Alsace-Lorraine. With these sources of the raw material of Germany taken from her, she cannot pay the damage as assessed; however, since the Reparations Commission has thus decreed, France has a right to insist upon it, especially since the treaty in addition says that when Germany defaults in the payment of reparations, France can take her army into Germany and collect. Of course, that will be the Ruhr Valley.

Keep in mind that the nation that controls the Ruhr Valley will dominate Europe, for in the Ruhr Valley there is a greater wealth of raw material than in any other part of the world. For that reason France is afraid to allow Germany to have it and, quite naturally, possessing the right under the treaty, she will be slow to give it up, at least until reparations are satisfied and they probably never will be. It was a delicate situation. France said to Britain: "If we accept any decision in the Genoa Conference, we abandon the Reparations Commission, and, if we abandon that, we lose our power under the treaty; hence we will not even discuss the kind of reparations." Then the conference adjourned to meet at The Hague June 15.

In the meantime the United States was to be appealed to, to see whether we could not come in and find a solution for the problem of the Old World. It was officially presented to us. Our President went into it and decided that there were two points of dispute between Britain and France. One was a matter of fact and not of law. That was Germany's ability to pay. The other was a matter of international relationship—Russia. On the question of Russia, we were with France. On the question of reparations, we were inclined to be with Britain. The President said, "We are not free to be the umpire in these two disputes," and therefore we were not represented. The conference was held, discussion ran for weeks, the same conflict was up, they got nowhere, and finally they adjourned.

Then the Reparations Commission met. They declared that Germany had defaulted in payment of wood and coal. They declared that three to one, the British representative voting "No." Then the Premiers' Conference was held in London in December and when they came to vote they found that it was going to be three to one again—France, Italy and Belgium voting "Yes" and Britain voting "No." That was dangerous because it meant that France would lose. So they decided not to vote in December, but to have another conference of the Premiers in Paris in January. In the meantime, between the two dates, they were to take it up with the United States and see whether we could not find a way out.

The United States was consulted. Our government then made a proposal. The proposal was in written form and put into the hands of the governments of Britain, France, Italy and Belgium. After the proposal was in their hands, Secretary Hughes made an address at New Haven, Conn., in which he openly stated that the United States was

fearful of the outcome of invading the Ruhr Valley, and that, as there seemed to be a dispute over what Germany could pay, if France would agree, we would be willing to lead in the movement to appoint an international commission of business men (Did you note that? It is not politicians. It is business men. That is quite different, please note.) and let these business men make a survey of Germany to ascertain how much she could pay. He also stated that, when this survey was published, we would get behind it and use our influence to induce the governments to accept. Then the President said to me in one of the many conferences I had with him, "I have no doubt whatever that if the amount that Germany can pay, fixed by this Commission, is represented by securities issued, the payment paid over, and the allied governments accept, that under those circumstances these securities can be financed in the United States. The moment that you can interest American capital in European securities, that moment American capital will float Europe, and until you can all capital will flow out of Europe and no capital here will flow there."

So this was the proposal made by the President of the United States through Secretary Hughes. It was made two days before the meeting at Paris. Unfortunately, it could not be accepted. Britain seized it, very anxious to have it accepted. Italy was ready for it. Belgium said she would have to wait for France. France was the nation that was most concerned. France finally said she could not abandon the Versailles Treaty and it would be an abandonment if she accepted the International Commission instead of the commission known as the Reparations Commission. Therefore the Premiers' Conference met in January on the eleventh. They took the final vote, Britain voting "No" the other three voting "Yes." Then the French army went into the Ruhr Valley—first, 25,000. This number was increased to 40,000, and later to 70,000. The collecting agency of an army of 70,000 cost a great deal more than all the coal that was mined in the valley, which meant that economically the remedy was not successful. That was in January, I think. The problem was still unsolved.

Britain, helpless to prevent Germany's collapse or to aid her in getting on her feet, made this suggestion in the House of Commons through Bonar Law: "Allocate our surplus unemployed, so many of them to Canada, so many to Australia, so many to New Zealand, and South Africa." That was not workable. When you send unemployed from a mother country out into colonies, there must be some foundation there in money that will be given by the government or some assurance that they can live in the new country.

Then finally with Bonar Law out, Baldwin, at the head of the government, made the statement in the House of Commons that the policy of France was against the peace of the world, which was a rather unusual statement for a prime minister to make in reference to a sovereign power.

Finally, Baldwin said that the only suggestion open, since both the others had failed, was to adopt a protective system by which home industry might be stimulated, and that, instead of confining herself to work on the sea, Britain should turn to manufacturing and not buy from abroad but produce at home. He also said, "I will never introduce that policy without getting a command from the people"; therefore he ordered an election for December 6.

Now anybody who is a student of British history must have known that Britain would never abandon the free trade idea because that was the basis of her great activity as an overseas power. I made the statement all over America during the campaign that Britain would not abandon that policy. I was merely making a statement of fact. The result of the election was that Baldwin was turned down.

The first proposal was that of Lloyd George: Revival of Germany and the Central Powers. That did not materialize.

The second was that of Bonar Law: Allocate the surplus population as the solution. That was not workable.

The third was Baldwin's: Introduce a productive system and undertake to stimulate home industry. That was rejected.

The most serious problem of the world today is Britain's unemployment problem. One of the greatest countries of history is on the verge. It is hard for me to say it but the British Empire in her integrity is now on trial. The thing that keeps her together is the power she has heretofore exerted but Britain has time after time in

the last eighteen months been humiliated, as you know.

Why has France taken this position? For this reason. France is a domestic country. Eighty per cent of her activity is in agriculture. Markets can break down and France would not feel it very much. Markets cannot break down without Britain's feeling it. France says, "We must be paid in full for we have gone on building anew, repairing our damage in the faith that Germany will be made to pay what the Reparations Commission has decided. Because of this we have increased our debt over fifty-one per cent until it is now beyond ninety per cent of our wealth; if we excuse Germany, for whatever reason, then bankruptcy is ours, and a thousand times worse than that, we go into a revolution, for the people of France will never stand for our in any degree excusing Germany from this obligation." That is France's angle.

My proposition, in trying to give you the background that nobody can know by reading the newspapers, is to indicate why Britain is going in one direction, and France in another. Both are following what they think is their economic life. Britain is going in the direction of an overseas country, demanding that Germany be not destroyed. France is very anxious for an independent Rhineland, a separatist movement. Britain unanimously insists "We will not stand for it." Now you see why. It is because the disintegration of Germany, breaking her up in her original units, will in a large measure destroy the possibility of the commerce that heretofore Britain has had.

I think it is unfair for people to criticize France on the basis that she is purely militaristic, that she is going to slide into military ways. It is equally unfair to criticize Britain, saying, "Oh, Britain never had any ambition other than to gather in the dollar. She is only a trader." Britain sees the problem of life and death and nobody should criticize her for going in the direction of her economic life. Neither should anyone criticize France on the basis that she is purely militaristic. It is a very serious problem. How it is coming out is yet to be determined by the forces that are operating.

I still believe that Lloyd George, recently over here, stated the truth in Chicago when he said, "The only solution is for each nation to give and take and listen to an impartial decision of a commission of experts to find out what Germany can do, short of collapse, for if she collapses, nobody gets anything."

France fears Germany and you know why. Germany is a virile country of sixty-five millions. France is a country of thirty millions, growing less in population. France is therefore afraid of another invasion, and you cannot find it in your heart, I should think, to criticize her because of that fear. Britain is afraid that Germany will collapse. France is afraid she won't collapse. That is the situation.

I believe that we hold the key. I think America yet will lead out of this desperate situation. I hope that France will not hold to the idea, "I am going to stay in the Ruhr until I am fully paid; for if she does she will never come out. If she goes in to stay, it is sure to sow the seeds of another war. There is no escape from it; therefore we must have the spirit of the sermon on the Mount. Get rid of this awful bitterness that still exists between nations. The nations must admit that Germany must be required to pay to the last ounce of her ability but I think it would be very unwise to push her to the point where she would collapse and all Central Europe would be Balkanized as the Danube Provinces now are Balkanized. Think of the situation there—nine nations ruled by dictators. Think of Italy. Think of Spain. Think of the bitterness between Jugo-Slavia and Roumania. Think of the bitterness between Jugo-Slavia and Italy over Fiume.

I am willing to come from Washington to say just this to you. When we know these problems, when we realize the situations where more dictators are arising and see governments of law give way to governments of men, you and I ought to be thankful that we live in America under the Constitution of the United States where it is a government of law and not a government of men. I cannot take any time further than to say that the United States is using its influence to the point where it is safe to try to bring together those two great nations, which must never become enemies to the extent of war, for that would be a world calamity. As we have always tried

(Continued on page 282)

ADDRESS OF PRESIDENT E. L. MILLER BEFORE THE REPRESENTATIVE ASSEMBLY

LANSING, DEC. 27, 1923

At this time it becomes my privilege to say a few words to you as President of the Association. My purpose is to call your attention to the progress made during 1923 by the Michigan State Teachers' Association, to refer briefly to a few unfinished projects, and to suggest some subjects to which we shall probably need, in the not distant future, to turn our attention.

The books of the Association show a normal and healthy growth. A year ago we had 19,688 members, which was 94 per cent of the teachers of the Lower Peninsula. We now have 20,888, an increase of almost 7 per cent. This is small beside the increase in 1922, when our membership rose from 14,065 to 19,688 or almost 40 per cent, and it is small in comparison with the increase which we may expect in 1924.

We may expect that increase from two sources:

The first is the Upper Peninsula. On October 6, 1923, by a unanimous vote, the Upper Peninsula Education Association decided to become District Seven of the Michigan State Teachers' Association, thereby adding to ours its membership of 1,500. But this was not all. There are in the Upper Peninsula 2,800 teachers. We should enroll substantially all of them.

There is a second and much larger field from which we may draw recruits. Our constitution says that any person interested in educational work may become a member of this association. There are enrolled today in the Parent-Teachers' Clubs of the State not far from 30,000 fathers and mothers. The addition of this body of men and women to the Michigan State Teachers' Association appears, in spite of some obstacles, to be entirely possible. That it would be productive of far-reaching benefits not only to the M. S. T. A. and the Parent-Teacher Association, but also to the children and hence to the state is obvious. Is there not here a path by which the influence of the M. S. T. A. and hence that of the schools may be carried eventually, as it never has been before, into every family where there is a child of school age?

Financially the Association is sound. We have in hand funds sufficient to carry on our various activities in generous but not in extravagant style. Roughly speaking, our income is $40,000. For this we need $14,000 for the Journal, $12,000 for speakers, $8,000 for salaries. This leaves $6,000 for office expenses, other publications, research, travel, and sundries. We are in better shape than ever before, but we have no money to waste.

To conform to the practice of the N. E. A., we have changed the designation of Department to Division and of Division to Department. Accordingly, at district conventions we shall hereafter have the rural, elementary, and high school divisions, while there will be special meetings of the Departments of Superintendence, County Commissioners, and High School Principals.

In June, 1923, we converted the M. S. T. A. Quarterly into the Michigan Education Journal. We have recently engaged as full time assistant editor to carry on the routine work of the publication Miss Christine MacDonald. It is certain that advertisements will soon enable us greatly to improve the quality of the magazine. What will improve it still more is the active cooperation of a larger number of people. We need from every nook and corner of Michigan articles on method, those human interest stories of which every schoolroom furnishes an abundance, biographies of noteworthy teachers, and pictures of the lovely scenery in which our state is so wealthy, of teachers young and old, and of schoolhouses, big, little, ancient, and modern. Negotiations are under way to take over

Moderator Topics, which will bring to us the splendid prestige built up for that publication by Henry R. Pattengill and will enable us to enter a field which we have hitherto avoided. It is our aim to make the Journal as solid as Darwin's Origin of Species and at the same time as readable as the Saturday Evening Post.

Stephen Leacock furnished the basic idea of our district programs for 1923. In one of his whimsical moods some years ago, satirizing the present as is his custom by proposing the impossible, he said that, if he had to organize a high school, he would secure Rudyard Kipling as head of the English Department, Theodore Roosevelt to teach social science, Ty Cobb for coach, and Al Jolson as Professor of Dancing. Without a faculty as talented as this, he said, you cannot get a high school to do what the public expects it to do. Although such an organization is impossible in a single school and would be useless if possible, in a great state organization like ours some approximation thereto is not only possible but desirable. At least so it seemed to us and we accordingly organized our programs around Leacock's suggestion, securing the following faculty:

Prof. of Rural Education—Will Wood of California.
Prof. of Elementary Education—E. C. Hartwell of Buffalo.
Prof. of Geography—Vilhjalmur Stefansson of N. Y.
Prof. of Science—E. E. Slosson of Washington.
Prof. of Social Science—Raymond Robbins of Chicago.
Prof. of Ethics—Dr. M. S. Rice of Detroit.
Prof. of Health Education—Dr. J. H. Kellogg of Battle Creek.
Prof. of Special Education—Allan Hoben of Kalamazoo.
Prof. of English—Edwin Mims of Nashville, Tenn.
Prof. of Romance—Ruth Bryan Owen of Nebraska.

Many letters have come in expressing satisfaction with the performances of this corps of professors. Indeed, I do not know of any college that could match it. Several people, as a matter of fact, have told me that it cannot again be equalled. It is my belief, however, that it can not only be equalled but enlarged and surpassed in 1924. I have a list of speakers in my possession at this moment, all of whom can be obtained, but I will not read that list because I do not wish in any way to embarrass my successor.

The addition of the Upper Peninsula to the M. S. T. A. will benefit the schools of both sections. Now for the first time we have a state education association. Hereafter it will be impossible for the enemies of education to ignore our wishes, as they sometimes have in the past, on the ground that our association is local. The close co-operation springing from our new union with our colleagues above the Straits of Mackinac should, and probably will, do something to bring about a feeling of state solidarity both in and beyond educational circles. "See Michigan First" would be a good slogan for us, especially if it caused teachers in large numbers to visit the locks and rapids of St. Mary's River, the Pictured Rocks of Lake Superior, the Huron Mountains, the iron and copper mines, the vast stretches of cloverland, the fish-infested lakes, the woodlands, and the splendid cities of our great Northern commonwealth. The attention of M. S. T. A. members from the Lower Peninsula should especially be directed to the fact that, on the northern edge of the Upper Peninsula, between a picturesque range of rugged hills and the greatest of inland seas, there is located a little Paris, and in that little Paris, overlooking waters that are as blue as any in the world and backed by forests that have not yet lost their primeval charm, there is an institution with doors ajar that offers at one and the same time all the advantages of a splendid summer resort and a great normal college. The Ontario Teachers' Association conducts an annual pilgrimage to northern Ontario with government aid. Equal benefits might accrue to Michigan from a similar enterprise.

During 1923 the M. S. T. A. has fostered valuable research work. Particularly extensive, solid, and useful have been the studies of the Salary Committee, the Committee on Teachers' Agencies, and the Committee on Child Accounting.

Among the subjects which require scientific investigation in the near future are the status of the primary school fund, and

the relationship of the university to the public school system. We already have a committee at work on the former subject. A thorough study of the latter would probably bring the schools into closer touch with the university, improve the preparation for college of high school graduates, and improve the preparation for teaching of university graduates.

Of even greater importance is an active campaign in behalf of consolidated schools. Ex-Governor Harding, of Iowa, will say something on this subject at our banquet tonight.

The establishment of a teachers' agency is a project which should, in the near future, receive the attention of the Association.

During 1923 we have made progress in defining and improving the relations of the the M. S. T. A. with the Federation of Teachers' Clubs, the High School Principals' Association, the Superintendents' and School Boards' Association, and the County Commissioners' Association. To all of these organizations the M. S. T. A. is now giving financial as well as moral support, and from each of them it is receiving indispensable co-operation and strength. There is, however, room for improvement. A closer relationship between the Schoolmasters' Club and the M. S. T. A. is desirable for both financial and scholastic reasons, and I hope that this Assembly will take steps toward the establishment of such a relationship.

Some readjustment of our district boundaries may be desirable. In approaching this question there should probably be an M. S. T. A. committee to confer with representatives of the localities affected, and their recommendations should be reported to the 1924 Representative Assembly.

In order to make the Representative Assembly truly representative of all sections in the State and all ranks among the teachers, it has been suggested that mileage be allowed delegates. This suggestion should receive careful consideration.

Probably it will be advisable in the future to hold the Representative Assembly in various places, instead of having it constantly in Lansing. There is some evidence that it is likely to be more highly appreciated if held only now and then in a single community, and that it will be more valuable both to delegates, to localities, and to the whole Association if it rotates.

It has been our policy this year, as always in the past, to conduct the M. S. T. A. along the lines of progress, but never to forget the wisdom of the past. We have tried to remember but not to imitate Browning's theologian, who said:

"And I have written three books on the soul,
Proving all false that has been written heretofore,
And putting us to ignorance again."

The M. S. T. A. is a professional organization. Its aims are not selfish. If we believe in high salaries for teachers, it is because we believe that high salaries are the cheapest. It is better to pay one man a salary of $10,000 to do a job well, than to pay four men $5,000 each to bungle it. The best way to get big pay is to try to earn it. As Cato said:

"'Tis not in mortals to command success,
But we'll do more, Sempronius; we'll deserve it."

I cannot at this time even begin to mention the names of the ladies and gentlemen who have unselfishly and efficiently served the Association this year. If you would know the identity of a few of them, read over again our 1923 programs and publications and add thereto the Directory published by Moderator Topics. To all who have helped I extend my thanks. I cannot now remember that anybody has refused to help. We have had no quarrels within our family circle. Upon the immense value of this splendid spirit of harmony and mutual helpfulness it is needless, if not platitudinous, to comment. It may, however, be worth while to bear witness to the fact that it exists.

One of the chief sources of this highly satisfactory state of affairs is our Executive Secretary. It is a great pleasure to work with such a man. To his office he brings devotion, energy, knowledge of men,

(Continued on page 262)

EDITORIALS

EDWIN L. MILLER, Editor

ASSOCIATE EDITORS

John Munson - - - - - Marquette
Ernest Burnham - - - - Kalamazoo
J. B. Edmonson - - - - Ann Arbor
Roy Noteware - - - - - - Cadillac
Leon L. Tyler - - Muskegon Heights
Mrs. Dessalee Ryan Dudley - Battle Creek

WILLIAM McANDREW

Modern journalism is a peculiar thing. A few days ago certain Michigan papers devoted columns to the alleged immorality of certain students at Ann Arbor, even going so far as to use unusually conspicuous headlines.

Almost at the same time there was appointed as Superintendent of Schools in Chicago a gentleman who was born in Ypsilanti, who was graduated from the University of Michigan, who is now recognized as being one of the most brilliant and useful orators in the United States, and who has recently added to his reputation by contributing an epoch-making series of articles to the World's Work. Among his earlier positions was that of Principal of the Hyde Park High School, which is located in Chicago. He was dismissed from this position for insubordination, his insubordination consisting of a refusal to swear to the truth of a lie. In plain English, he was ordered by the President of the School Board to graduate a boy who had not completed the work of the school.

Only a week or two before his appointment as Superintendent of Schools in Chicago he declared publicly that the Chicago school system is the worst in the United States. His return to the city as Superintendent therefore has in it a dramatic quality of considerable newspaper value.

William McAndrew's appointment as Superintendent of Schools in Chicago received, however, no notice whatever in several great Michigan dailies, and in most of them not more than a stick full.

The world is full of a number of very funny things, isn't it?

SCHOOL SECRET SOCIETIES

The gayety of the holiday season was enhanced in Detroit by a considerable amount of discussion growing out of an alleged drunken orgy at a sorority dance.

While there is some evidence to the effect that nobody at the party was drunk, except two newspaper reporters, the circumstances have directed the attention of the public again to the existence of secret societies in Michigan high schools, in spite of the fact that they are forbidden by a law passed in 1911 by the Michigan State Legislature.

The law in question is a rather amusing instance of the sort of thing which too many of our state legislatures do. It declares that high school secret societies are illegal, but provides no penalty for the parents who countenance them or for the children who join them. The only penalty provided is a fine ranging between ten and twenty-five dollars to be imposed upon teachers, principals, and school superintendents who fail to report to their school boards the existence of the organizations. It would be equally sensible to have no penalty for speeding, but to fine the judges or the police for not stopping it.

There have also been legal opinions rendered to the effect that if any of the members of a fraternity or sorority are not students in a public school the organizations are legal. As a matter of fact such organizations are far more mischievous if composed partly of people not in school than they are if confined solely to students in school.

Practically every teacher in the United States believes that they are a menace, that they injure the standing of any school in which they exist, and that even where they are not positively detrimental the good which

they do could be accomplished much more effectively if they did not exist.

Opposed to this body of educational opinion there is, on the other hand, a strong feeling among about five per cent of the boys and girls and among their fathers and mothers that these organizations are desirable.

Repressive legislation in a number of states has had no appreciable effect in getting rid of them. Some school principals have lost their positions because they tried to do so, even when they were supported by stringent laws.

Such a situation naturally is highly undesirable. It has caused the school authorities in Detroit to enter into negotiations with the fraternities for the purpose of ascertaining, if possible, some way out. It is to be hoped that they will be able to cooperate along constructive lines in such a way as actually to solve the difficulty.

U. P. E. A. RECEIVES JOURNAL

Through an agreement between the Executive Committee of the U. P. E. A. and the Executive Committee of the M. S. T. A. members of the former association will receive copies of the Michigan Education Journal for the remainder of the school year, commencing with the January issue. The actual affiliation of the two associatons will become effective July 1, 1924. Since the U. P. E. A.'s program for next fall will be furnished by the state association, they are enabled to use their funds on hand to purchase the five numbers of the Journal referred to, as the $1.00 membership fee paid during the present year would not cover the cost of the publication. The teachers of the Upper Peninsula have therefore begun already to benefit from the union of the two associations.

MILEAGE

The Representative Assembly of the M. S. T. A. has instructed the Executive Committee to study the advisability of paying mileage for delegates, and has given it the power to decide for or against the proposition. We believe that mileage should be allowed. It is obviously unfair to ask a delegate from the Upper Peninsula to pay his entire expenses to Lansing, while a delegate from Lansing has to pay nothing at all. The cost, at three cents a mile, for all the delegates has been estimated at $2,500.

WHY LUG BOOZE?

A peculiar and rather low whimsy of human nature came out at the Alpha Iota sorority's dance, at which, according to uncontradicted reports, considerable liquor was consumed by various boys and girls of high school age.

There were sorority dances and fraternity dances in the days before the Volstead Act, but they were conducted in seemly fashion, and there was no liquor. Why this change? Why this appearance of illegal booze, not only at the Alpha Iota dance, but, as several people have testified, at other similar entertainments?

There are two reasons, perhaps more. One is that since liquor has been made an illegal beverage, the possession and use of it has become "smart" in the estimation of certain individuals of less than full-grown mentality. Nature has provided the adolescent with an instinct for trying to appear mature, but has not given the youngster that judgment which comes with later development to some people, and to others never comes at all. So to the high school intellect—an intellect found often enough in people of riper years as well—it is chic and charming to have an intrigue with a bootlegger, to carry a flask on the hip, to produce it where its possession may enhance a reputation for derrin-do, and to imbibe from it in the presence of lovely and impressionable femininity.

And there is another reason—hootch is costly. To have it is a sign of wealth. The display of wealth for the sake of display is a vulgar passion which is another symptom of the immature mind. The sophisticated, the cultured, smile at it in derision. The English have a special term for the individual who thus exposes himself. They call him a "bounder," and they keep him out of the best society. One sort of "bounder" peculiar to America is the man who

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REPRESENTATIVE ASSEMBLY COMMITTEE REPORTS 1923

REPORT OF COMMITTEE ON CHILD ACCOUNTING

Your committee, after a year's study, prepared, had printed, and distributed in May, 1923, a Preliminary Report on Child Accounting with instructions to superintendents and commissioners to offer criticisms and make suggestions.

During the summer your committee has received approximately 50 suggestions from superintendents in Michigan, Iowa, Wisconsin, Maryland, and Ohio. Each suggestion was carefully considered by your committee and, wherever it would improve the system, was incorporated.

The revised report considers the problem of Child Accounting under four heads: (1) The census; (2) school records; (3) superintendent's records; and (4) state records. The forms and procedure are the best selection of present working forms and reports, together with new developments that have proved themselves feasible in field experimentation.

The revised and permanent report is generally the same as the Preliminary Report, with which you are all familiar.

Submitted,

Committee on Uniform Child Accounting and Unit Costs.

(Signed) A. B. MOEHLMAN,
Chairman.

REPORT OF COMMITTEE ON CHILD WELFARE

Mr. President and Members of the Assembly:

Your committee on Child Welfare has held two meetings, at the first of which it was decided to deal with only one aspect of the problem during the year now closing. The field is almost boundless, and consequently your committee was of the opinion that it might best serve the educational interests by focusing attention on moral education. In making this attempt we are conscious of the fact that the children, being a part of the contemporary stream of life, are necessarily but representatives of the standards current all about them. We therefore, do not over-rate what may be done by way of moral education within the public school system. Like every other social undertaking, the endeavor to improve moral standards and practices through the school is conditioned by our common life, the practices of the home, the methods of business, the manners of the day, the quality of public amusement, and publicity. Being conscious of this unity, which sets limits to school-room achievement, we offer, nevertheless, certain suggestions, which in the opinion of the committee, may make for improvement.

First among these we wish to emphasize the moral value of well established routine within the school, and to assert our belief that a dependable routine is superior to the utterance or reiteration of moral precepts. The child must first come to know that he is part and parcel of a reliable organization and his morals must be grounded in behavior, rather than in mere assent to things said.

In setting up and maintaining an adequate routine, the teacher is necessarily forced to judge between acts that cause only inconvenience and those which have some measure of moral terpitude. The routine of which we speak must be designed for the largest development of the children, and not merely for the convenience of the teacher. In this respect the moral education of the child in the school is bound to force the teacher back to real moral considerations, as contrasted with technicalities. The children should be related to this routine according to ability, leadership, and needs, and with every inducement to pupil participation.

The committee is not ready to report on the technique of any one course of formal moral education, but advises rather that the moral element of all subjects in the

curriculum be elaborated suggestively and helpfully for the child. This need not be done in lengthy sermonic fashion, but if properly done, it will enhance the value of the subjects studied by revealing their broader connection with life.

Incidentally, we wish to mention the fact that a great deal should be made of good manners, which we regard as moral insurance. It is especially true, we think, that if children reach high school age without having attained manners that are unconsciously and automatically good, they will be in much greater peril than is necessary. In this connection, it is to be regretted that the code of a generation past no longer exists, and that no other generally accepted code has taken its place. The schools must try to establish a definite code of manners.

Similarly, the standards of dress, both from the point of view of modesty and cost, will have a bearing upon the morals of school children. Ball-room attire may be permissible in the right surroundings, just as bathing suits are, but we deplore any tendency to violate good taste in this respect, whether in the business office, in the school room, or on the street. Whatever teachers themselves think their personal liberty to be, there is no doubt whatever that the great majority of them are idealized and copied by their pupils.

On the positive side, we recommend more and more motor expression as part and parcel of the school program, and commend as good moral discipline the increasing amount of supervised play in connection with our schools. Supplementing what may actually be done within the school organization, we have the activities of the Boy Scouts, the Camp Fire Girls, and similar bodies. Every encouragement should be extended to these promising groups. Their method, for the first time in the history of education, puts into effect a way of conduct rating that is good for all of the activities in which any boy or girl may engage. These methods have the advantage of covering the full round of activities, and not class-room performances alone.

The thrift campaigns, as conducted in many of our schools, are also of definite moral value, since the ability to refrain from the immediate enjoyment of purchase for the sake of more remote projects is a very effective lesson in self-control. Closely allied to this is the experience which our children should have in ownership and the development of a wholesome respect for property. We shall not succeed in reducing petty theft and offenses against public property until we have built up, on the basis of actual experience, an appreciation of one's own property as acquired by effort and jealously guarded as one's own individual product.

In ministering to the emotional needs of school children, it is well to remember the surpassing value of music. Its proper use in giving cadence and harmony will be felt in a satisfactory measure in all of the grammar grades, but will reach its superlative mission during the chaotic and emotional instability of adolescence. Few people realize how much may be done in this way, just as few realize what an exact discipline music is. The relation of it also to school loyalty, patriotism, and religion is very vital. It does for the children those larger things which words alone cannot express, and is one of the finest forms of blending the members of a group and directing the whole group, almost unconsciously, to worthy ends.

In the next place, it seems to us highly important that definite steps be taken to cultivate moral judgment. The present tendency toward mob action is so pronounced, both without the school and inside of our organizations that we would do well, in the judgment of your committee, to train individuals to reach their decisions by the process of reasoning. At the present time, from the beginning of high school onward, the individual student is lost in a mass that is merely manipulated by leaders of this, that, or the other temporary spasm. It has thus come about that we are smothering individuality and that no one dares to be enthusiastic alone, but merely under the direction of the cheer leader; and that the program relative to all school affairs becomes tyrannical and obliterates clear moral judgment. This, in the opinion of your committee, is a distinct loss when judged by the highest standards of education. Mob coercion in the matter of expenditures works a hardship to those of small means or creates standards of extravagance which they should not adopt, and this evil, in turn, works out into many other avenues. We believe that more by way of conference and review should take

place prior to releasing mass enthusiasm, and therefore mob action, in these various student activities.

In conclusion, we wish to call attention to the necessity of respecting and encouraging the religious moorings in which children are reared, or should be reared. It is entirely possible for the teacher to show a friendly attitude toward religious bodies, and in the long run, abiding moral sanctions must be found in these religious connections. We believe that wherever week-day schools of religion are adequately established, the school authorities should co-operate by releasing children for attendance upon such sessions. The Michigan plan for giving High School credit for outside Bible Study should be encouraged. The school authorities should take the initiative in organizing this work. The current moral problems of childhood and youth call for the aid which religion gives.

Your committee regret that we are not able to recommend a definite text-book course in moral instruction, nor can we give at this time a detailed technique which would be necessary for any general adoption and use of such a course. We have rather tried to outline some of the obvious and general factors relative to the problem of improving moral education in the schools.

Respectfully submitted,
J. W. Sexton
Irene H. Wolfschlager
Allan Hoben, Chairman,
Committee

REPORT OF COMMITTEE ON PROFESSIONAL EQUITY

Mr. Chairman:

Your Committee on Equity which was continued from last year with the same membership has naturally had very little to do during the present year. The removal of Superintendent Jensen to another state has resulted in the appointment of Superintendent Greeson of Grand Rapids in his place.

A number of cases have been called to the attention of the committee but usually the complainant is unwilling to have an investigation made, desiring only that the committee act on the basis of a report made solely by the complainant himself or herself.

The ex-superintendent of schools of East Lansing, Mr. W. C. Buchanan, did however, ask an investigation at the hands of our committee and such investigation was made. The committee is at present engaged in discussing the case and in formulating its opinion. At the proper time the report will probably be made to parties concerned and to the Association.

The activities of such a committee are bound to be limited, but it is our opinion that it will grow somewhat as the members of the Association become habituated to the existence and usefulness of the committee.

Respectfully submitted,
(Signed) T. J. Knapp,
Chairman.

REPORT OF COMMITTEE ON LEGISLATION

Mr. President:

Your Legislative committee presents the following report:

The past year being a legislative year, the work of your legislative committee has been to attempt to carry out the will of the Michigan State Teachers' Association by presenting to and supporting in the State Legislature, legislation favored by this body.

Two measures:

1. The county commissioners' bill providing for adequate supervisory help, more authority, and better pay for county commissioners, and

2. The modified form of the so-called Escanaba plan providing a new basis for the distribution of the primary school fund, seemed to the committee not only most important but most likely to have sufficient support in the legislature to pass; consequently the major part of the committee's efforts were centered on these bills. While these bills failed to pass we believe that enough publicity was secured to make them, or similar bills, more favorably received by the next legislature. Your committee gave to and received from the State Department full co-operation in all efforts toward better school legislation.

Your committee recommends:

1. That the Michigan State Teachers' Association through the Michigan Educa-

tion Journal and other organs of publicity keep constantly before the teachers and other citizens of the State the needs for educational legislation.

2. That we again express our approval of the principle involved in the Towner-Sterling bill and urge our representatives in Congress to aid in its passage.

3. That the legislative committee be enlarged so as to provide for a representative from each District. Your committee wishes to express thanks and appreciation to all those assisting with the legislature work of the year.

(Signed by the Committee),
D. A. VAN BUSKIRK,
Chairman
J. M. MUNSON
E. A. LYMAN

REPORT OF COMMITTEE ON PROFESSIONAL ETHICS

Members of the Representative Assembly of the Michigan State Teachers' Association:

The codes of ethics which have been presented to this organization have consisted of more or less isolated statements which have pointed the way to professional conduct in our profession.

There has been a generous response to our request for criticisms of the code and suggestions for its improvement. It seems to be the consensus of opinion that there should be a restatement of the code in terms of fundamental ethical principles. Your committee therefore begs leave to submit its report in the following form:

Any group of individuals possessing a body of scientific and technical knowledge and the requisite skill to utilize this knowledge for the welfare of society constitutes a professional body. The members of such a group are, by the very nature of their relationships, under supremely important ethical obligations—obligations to society and to each other. Education is today a science, and teaching has become a profession. If the members of this profession are to function most efficiently, they must possess a definite professional consciousness which will determine the spirit of every professional act. Consequently it is necessary that we should declare the ethical principles that are to guide us in our intercourse with others and among ourselves. Such a statement constitutes a code of ethics and represents the form or standard of professional conduct which the group as a whole approves.

This Code naturally falls into two subdivisions; one defines the obligations resting upon the professional body as a whole; the other those which rest upon each individual member, but which are enforced by the body as a whole. The most important of the group obligations are the following:

1. To determine and maintain the highest practicable standard of preparation for admission into the profession.
2. To make available to its members the collective knowledge and experience of the profession.
3. To secure for its members just recognition and adequate compensation for services rendered.

The most important personal obligations of the individual members of our profession are the following:

1. To grow ceaselessly in efficiency and in service—to exhibit always a professional spirit.
2. To sustain always the professional honor of the group and of one's self, subordinating personal selfish interest to the interest of the profession and of the community.
3. To be imbued always with the spirit of loyalty. This ideal involves sacrifice for the common good; cheerful co-operation with one's colleagues; and the exclusion, from one's nature, of all tendencies to envy, jealousy, rivalry, and distrust.

In harmony with the foregoing principles, the teachers of Michigan have approved wholeheartedly the following statements of specific procedure:

A. Respecting themselves.

Any teacher is in accord with the spirit of the Code of Ethics of the Michigan State Teachers' Association when he or she:

1. Measures his duties and responsibili-

ties to the pupils, to the schools, or to the community in terms of rewards other than financial ones.

2. Seeks to secure a given position or recommends another teacher for a given position only after such position has been officially declared vacant.

3. Executes fully his part of any contract entered into with a board of education. He should sign only such contract as provides:

a. Equal rights and privileges to both parties to the contract.

c. An annual salary sufficient to cover living expenses for twelve months and a balance for savings.

4. Conducts himself in a manner that is above moral reproach and in particular refrains from participating in factional differences of the community in which he teaches.

5. Tutors pupils of his own class for remuneration only after receiving specific permission from the school authorities.

6. Verifies rumors of vacancies before filing an application for the position.

7. Performs all the duties of his position unless prevented from doing so by reason of illness or by other valid reason.

8. Refrains from criticizing predecessors.

9. Affiliates with professional organizations of teachers.

10. Discusses frankly with his superintendent or supervisors matters pertaining to school work and school interests.

11. Refrains from influencing another to violate his contract.

B. Respecting School Board Members.

(The following statements of procedure have been approved by boards of education in Michigan.)

Any school board member conducts himself in harmony with this Code of Ethics when he:

1. Abstains from soliciting any employee of the school to purchase any given commodity or service, such as real estate, insurance, or professional service.

2. Assumes no personal authority in administering the work of the schools unless he has been instructed to do so at a Board meeting.

3. Avoids seeking to secure a school position for a member of his immediate family.

4. Refrains from public criticism of any particular teacher but, if circumstances warrant, brings complaints to the attention of the proper supervisory officers.

5. Refrains from seeking special privileges for his children or employees.

6. Declines to offer a contract to a teacher who is known to be under contract with another school, without first determining the willingness of the teacher's employer to grant a release.

7. Abstains from seeking to perform the duties of the Superintendent of Schools or any other employee—such as selecting teachers, text-books, promotion or placement of pupils.

8. Offers to teachers only such a contract as is just and equitable in form.

9. Endeavors honestly to contract with teachers on a salary basis that will cover living expenses for twelve months and a surplus for savings.

10. Stimulates and encourages the professional growth of teachers while in service by granting them permission to attend educational meetings without loss of pay, visiting days, and by encouraging them to attend summer school, to travel, and in other ways to improve their knowledge and skill in teaching.

11. Assists in securing a clear and definite statement and understanding of the duties to be performed by the Board of Education on the one hand and the duties of the supervisory offices and teachers on the other.

Knowing that our greatest problem is to secure a sympathetic understanding and hearty co-operation of the rank and file of the members of our profession, we recommend that a Committee be appointed to carry forward this work of educating teachers to professional standards and to revise this code and interpret procedure under the code.

(Signed)
L. W. Fast, Chairman,
Mt. Clemens
R. W. Cooper, Lansing
J. B. Edmonson, Ann Arbor

REPORT OF COMMITTEE ON PROGRAM OF WORK

I

For many years our high school affairs have been subjected to standardizing forces. For more than forty years the University of Michigan has inspected high schools and through its constructive policy has very gradually established definite and wholesome standards both as to the work that should be required of pupils and as to the work that should be required of teachers. This policy has been further supplemented by the influence of the North-Central Association of Secondary Schools and Colleges. It is not necessary to admit that all of these standards are always right. Those who have made them would undoubtedly be the most ready to subscribe to that statement. It is, however, generally agreed that the influences of these standardizing agencies have been beneficial. Now, while all this has been going on, very little has been done to establish what is a fair teaching load for the elementary grades. The tendency is quite prevalent to unload on the elementary teacher as many children as the room can hold.

This committee recommends that the Michigan State Teachers' Association undertake the study of this manner and report, without unnecessary delay, some standard governing the teaching load for elementary teachers. Such a report, it is believed, will be welcomed not only by the elementary teachers but by Parent-Teachers' Associations, citizens, and boards of education. It must be remembered that it is not the elementary teacher alone who suffers in working under unreasonable conditions. The children suffer most.

II

The taxes paid by such public utilities as the railroad, telephone and telegraph companies, and car companies contribute at the present time the large fraction of the primary school interest fund. These public utilities pay upon their assessment the average tax rate in the state arrived at by dividing the amount of taxes raised in the state by the total valuation of the state as fixed by the assessing officers.

Any increase in the valuation of the state by the various assessing officers automatically lowers the amount of primary money unless there is a corresponding increase in the amount of taxes. Any decrease in the valuation of public utilities likewise lowers the amount of the primary school interest fund because of the decreased valuation upon which to assess the average rate.

The State Tax Commission this last fall increased the valuation of the state about 25 per cent. If the local assessing officers make a corresponding increase in their valuation and the total taxes raised in the state remain practically the same the primary school interest fund will be reduced accordingly.

Within the next few months the valuation of public utilities will again be determined. In view of the increase in the general property assessment it is important to know whether these public utilities are assessed at their true value and, if not, that measures are taken by the executive committee to place any facts which may be of value before the authorities for such public utilities.

We, therefore, recommend that the executive committee of the Michigan State Teachers' Association make a careful study of this source of financial support of our schools for the purpose of requiring all property to contribute its just share toward the support of our schools. We further recommend that a careful study be made of other probable sources of revenue for the support of schools so that real property of school districts may be relieved of an undue heavy burden of taxation for the support of education.

III

After all has been said, Michigan maintains public schools to safeguard its future. The boys and girls now in the grammar grades will in less than ten years have a controlling voice in our civic affairs. Are we doing all we can to inform them about the great enterprise in which they are to take part? Do we ourselves know enough about Michigan, its industries, its people, and its institutions to teach the thing adequately? Where may we turn for authoritative material on Michigan, material organized in a form to be taught to children?

To ask the question is to answer it. There is now no one publication which answers the purpose.

Obviously we have no text-books covering this field because text-books are produced by publishers who aim to sell their products in all parts of the United States. The State of Michigan does not furnish sufficient inducement to warrant the publishing house in producing a Michigan book. The state itself has for a number of years produced what is commonly called the Michigan Red Book, a publication which contains a large amount of statistical information. The Red Book is an admirable book of reference but it is not suitable for other purposes. It has been thought that a book on Michigan for public school use might be produced by the state, the whole thing to be the result of co-operative effort on the part of the several state departments. There are objections to this which are quite apparent. If we are to have a usable book it must be produced by agencies which have an educational background.

This committee recommends, therefore, that the Michigan State Teachers' Association produce a publication of Michigan which can be supplied to Michigan schools at cost. To accomplish this the Association can enlist the services of men and women who are authorities in their respective fields. Our state educational institutions and our state governmental departments will be glad to co-operate in such an enterprise. The State Association can place the management of this affair into the hands of a committee which may act as an editorial staff and which will have direction of the detail of the work.

There appears to be urgent reasons why this publication should be produced as early as possible. Even those who have traveled the State of Michigan the most thoroughly will acknowledge that their knowledge of the state is only superficial. The people of Lenawee County know that Houghton is one of the counties of the state but have very little appreciation of the problems of that county. The people of Baraga County are well aware that Wayne County is a part of the State of Michigan but have no adequate means of appreciating the importance of the recent developments of Wayne and the transcendent problems which these developments have brought up. The State of Michigan will continue to run successfully and prosperously only when each county knows and appreciates in some measure the importance of every other county of the state. The old traditional Michigan spirit has always dominated educational affairs in this state. The Michigan State Teachers' Association has been an outstanding factor in keeping alive the Michigan spirit. That same spirit must be injected into our governmental and industrial affairs. We must recognize that the State of Michigan is one. If the Michigan State Teachers' Association will produce a publication which will reflect amply the interests of the State of Michigan, it will do a work which will have immediate and far-reaching consequences.

(Signed)
W. L. Coffey
C. W. Crandell
J. M. Munson, Chairman
Committee.

REPORT OF COMMITTEE ON NECROLOGY

Your Necrology Committee begs leave to submit the following report:

From whatever sources possible, the Committee has diligently hunted for definite information that would make up the honored roll of the dead in our profession since the last report was read one year ago.

We find that while the angel of death has received the dread mandate to strike from our ranks many who were worthily serving at their posts, yet Providence has dealt kindly with our teaching force in that so few have been demanded. We bow in humble submission to Infinite wisdom and toil on. We know that in one of God's great tomorrows all will be made plain and His great purpose in human endeavor will be unfolded. Until then, "We carry on."

The following is the list we have gathered. These have answered present.

One of Michigan's leading women educators, M. Louise Jones, died a month or two ago. At one time she had been Superintendent of Schools at Charlotte and afterwards spent years of service in the State Normal School of Emporia, Kansas.

Mildred Edmonds, teacher in the Grand Rapids Public Schools.

Ida M. Traver, teacher in Grand Rapids Schools from 1912 to 1923.

Rose Ellis, teacher in Grand Rapids Schools from 1904 to 1922.

Agnes Van Buren of Grand Rapids Schools from 1879 to 1923.

Helen S. Sauers of the Grand Rapids Schools for a number of years.

Frances Richardson and Ellen Turner, both in the Van Buren township schools of Wayne County, were accidently killed November 11th by a Wabash train to French Landing.

Charles W. Shepard, for four years science teacher in the Hillsdale High School, and science teacher in the Jackson High School at the time of his death.

We would not forget the many others who have fallen with their armor on, faithfully performing the duty that they had assumed. While some of these were doing pioneer work in some obscure corner of the vineyard, yet their reward is sure and the "Well done" as sincere because they have served.

S. J. Gier, Hillsdale,
Chairman
O. S. Trumbull, Jackson
Sadie M. Alley, Detroit

REPORT OF COMMITTEE ON RESOLUTIONS WAS PRINTED IN THE JANUARY NUMBER

WHY LUG BOOZE?

(Continued from page 253.)

wouldn't look at whisky if it were cheap, but who is in his own estimation "a man of the world" because he wastes money for it and exposes it—and himself—in public.

Some of these juvenile booze-toters will at last absorb enough wisdom to get over their folly. A generation hence they will lecture and lick the children following in father's footsteps. Others will never grow up. They will be flashers and four-flushers all their lives; in the English term, "bounders."—*Detroit News.*

REPORT OF COMMITTEE ON TAXATION

The committee on taxation was appointed four years ago. Three years ago it made a report which indicated the inequalities which exist in taxes for the support of schools. The committee was continued to work out and suggest a remedy for the conditions found.

This committee in conjunction with other agencies worked on this problem with the result that a measure was introduced in the last Legislature which aimed to equalize the school burdens by modifying the distribution of the primary school interest fund. This measure was sponsored by the Superintendent of Public Instruction and actively supported by the school people of the state as well as by school boards and other organizations interested in public school matters. The plan embodied in this measure is submitted herewith in printed form. Quantities of this pamphlet were printed by the Michigan State Teachers' Association during the time the measure was before the Legislature and circulated for purposes of education. The measure passed the Lower House but did not pass the Senate.

The unequal condition prevailing in this state as indicated by the report of this committee three years ago still prevail. The problem is before us and needs remedying. Whether the remedy shall be in the form last proposed to the Legislature, or some other, is not certain. It is certain, however, that some remedy is necessary.

It is recommended, therefore, that the Michigan State Teachers' Association be actively interested in the solution of this problem and work in conjunction with the State Superintendent of Public Instruction to that end.

It is recommended further, that the present committee be discharged.

(Signed)
W. D. Byrum
G. N. Otwell
J. M. Munson, Chairman
Committee.

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REPORT OF COMMITTEE ON RELATION OF U. P. E. A. TO M. S. T. A.

The public school system of the State of Michigan has been greatly strengthened by consolidation of the Lower and Upper Peninsulas into one organization—The Michigan State Teachers' Association. Since the organization of the Upper Peninsula as the Seventh District, we have a Michigan State Teachers' Association in fact as well as in name, and this unified organization of the whole state of Michigan gives promise of great value to the state, contributing both educational and political strength to the Michigan State Teachers' Association.

There has always been the very best of fellowship and fraternal feeling between the Upper Peninsula and the Lower Peninsula. Your committee feels assured that this consolidation will tend to strengthen this feeling of fellowship and solidarity and will enable the Michigan State Teachers' Association to realize its hopes for the further advancement of the educational interests of the whole state.

On October 12, 1923, the Upper Peninsula Education Association at its annual meeting at Menominee unanimously voted to affiliate with the Michigan State Teachers' Association as one of the several districts into which the state may be divided in accordance with the constitution of the Michigan State Teachers' Association.

This voluntary uniting of the Upper Peninsula with the Lower Peninsula marks a new day in education-advancement for Michigan. Henceforth there will be no Straits to divide the educational interests of this state. The mutual good-will which has existed between the two state Associations will now form a bond for service to the pupils, to the teachers, to the people, and to the state; therefore be it

Resolved, That we, the Representative Assembly of the Michigan State Teachers' Association, in session at Lansing, Michigan, on December 27, 1923, do hereby express our approval and appreciation of the action taken by the Upper Peninsula Education Association, and we do recommend the admission of the Upper Peninsula as a district with all the rights and privileges conferred upon each of the six districts now constituting the divisions of the Michigan State Teachers' Association for the Lower Peninsula, and the unanimous adoption of an amendment to our constitution for the creation of District Seven.

(Signed)
W. A. Greeson, Chairman
G. N. Otwell
F. E. Ellsworth

ADDRESS OF PRES. E. L. MILLER

(Continued from page 250)

long experience, a genial disposition, and ripe judgment. He is the right man in the right place.

In closing, I wish to say that I am grateful for the opportunity which you gave me a year ago to serve the Association. It has been a source of constant pleasure and of a mental, moral, and spiritual growth for which I am profoundly grateful.

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IN MEMORIAM

WALTER FRENCH

J. M. Munson

An inspiring teacher, a constructive educator, a sterling gentleman, an exemplary citizen, a man without fear, and without reproach—all these was Walter French.

It is vouchsafed to only a few to leave on their Commonwealth the indelible impression stamped upon it by her devoted son who has just departed.

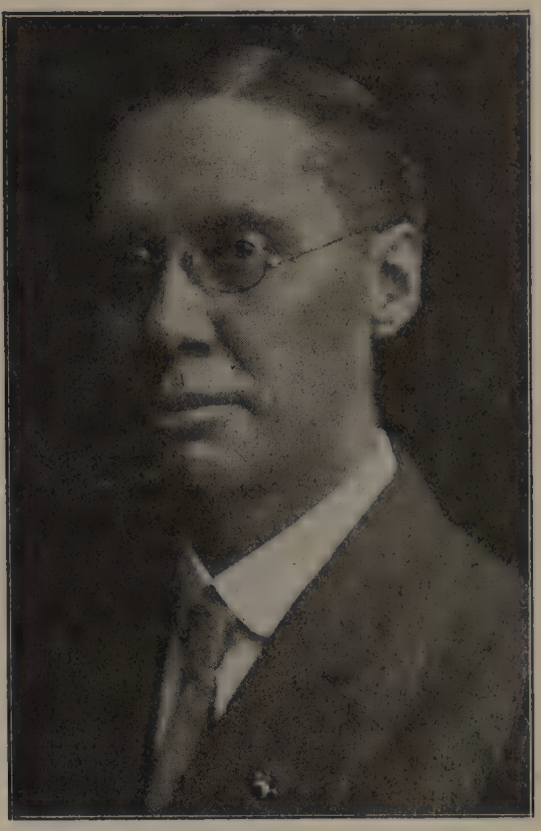
The student of Michigan education will find in the last twenty-five years many measures which emerged from the fertile brain of Walter French.

For seven years Mr. French served as Deputy Superintendent of Public Instruction and at a time when that official was in reality the directing force of the Department. The County Normal Schools of Michigan are a monument to Mr. French. The School Officers' Institutes, which have been so instrumental in educational progress, were also originated by him. Later, through his work at the Michigan Agricultural College, he continued to project himself into all parts of the State through his direction of agricultural education in our high schools. Mr. French drafted the law which originated the Michigan Board of Control for Vocational Education and was the first to suggest steps to take advantage of the Federal Aid available to the State. He also formulated all the administrative machinery under which the Michigan Vocational Board acts. Not only was this adopted at Washington but it has been used as a model for adoption in other States. It is a statesmanlike job and as long as the plan is adhered to it will mean that Michigan will have but one system of education in which all factors, vocational and academic among others, will have a part.

I cannot write these words without expressing the loss which comes to me personally in the passing of my colleague and friend. I have profited often and much by his kindly and generous counsel. Only the other day I saw him a moment at Lansing—a firm grip, a smile, and a few sincere words, words not made up for the occasion.

I told Mr. French once I would bar him from the office. I said to him, "You always make me so uncomfortable. You come

(Continued on page 268)



W. H. French

WALTER H. FRENCH—STALWART FIGURE IN RESPECT TO MORAL VALUES.

J. W. Sexton.

While a cloud of gloom has been hovering over the city of Lansing during the past week, many eulogies have been read and spoken concerning Walter H. French. Although many were aware of his delicate health for the past few months, his death, on January first, came as a shock to his many friends in Lansing and about the state.

The many groups of people at his funeral showed the wide range of his activities during his life and the large circle of friends whom he had made. The title of this article appearing in a biography of Mr. French in the Lansing State Journal on January first called attention to what seems to have been the predominating characteristic of his life.

Those who have heard Professor French deliver a prepared oration or an extemporaneous speech have not doubted the fact that he had a quick, active, vigorous, and strong mind. Those who have read the story of his life, showing his struggles to

secure an education, cannot question that he was a man of energy, perseverance and determination. Those who have listened to him in private conversation or public address know that he was a man of pleasing and strong personality. Those who have sat in conference with him on questions of education, or questions of religion, or questions of fraternity, or even questions of state, have been aware that they were in the presence of a man of tact, judgment and common sense. Those who have gone to him as a friend for advice in time of trouble have been impressed with his broad sympathy, charity, and spirit of helpfulness.

We might continue to enumerate the superior qualities of Professor French ad infinitum, because we have known him quite intimately for the past thirteen years, but the real question is what was the secret of his power and influence? It seems that all these attributes had their foundation in his high ethical and moral character. This was the real diamond in his life.

While Professor French was interested in all phases of education, we know from many conversations with him that there was no question in which he was more deeply interested than moral education. He was not among those who believed that the young people in high school and college today are any worse than former generations of young people; he did believe, however, that they need moral training even more than the sharpening of their intellects. For this reason he was much interested in Sunday school work, serving for over ten years as superintendent of the largest Sunday school in Lansing. In order that the teachers in his Sunday school might be more efficient in their work he personally conducted a teacher training class which met once each week. When not superintendent, he always taught a large and enthusiastic class in the Sunday school.

We all know that few teachers are as busy with their own school work, so to speak, as Professor French was with his and still he found time for active Sunday school work because he believed it to be essential for the proper education and training of the young. He was intensely interested in the scheme of "High School Credit for Outside Bible Study" and other plans which looked toward a closer co-operation between the public schools and the church schools for the promotion of moral and religious education.

Most people who have attained some degree of success can point to some character who was an inspiration to them in their boyhood or young manhood. This may be a character in some standard novel or again a historical character, but a living character is likely to appeal to young people more than either of these. Because of their constant association with impressionable youth, teachers have an unsurpassed opportunity to inspire young people to high ideals.

Professor French as teacher in the district school, county commissioner of schools, superintendent of schools, deputy superintendent of public instruction and finally as teacher in the class room at the Michigan Agricultural College has inspired, literally, thousands of boys and girls, young men and young women, to live up to their highest possibilities both intellectually and morally. In the Rotary Club of which he was a member it was said of him that he had always been active in the matter of affording guidance to the club in its contact with boys and youth.

He believed that

> "We all are blind until we see
> That in this human plan
> Nothing is worth the making
> That does not make the man.
> Why build these cities glorious
> In vain we build the world
> If man unbuilded grow?
> Unless the builder also grow."

If it had to be thus, it was quite appropriate that Walter French should pass away practically in the institution to which he had given so much time and study—The Institution of Masonry—which stands primarily for the development of moral character. He became unconscious immediately at the close of his address on "Lansing's New Masonic Temple" which is now under construction. The last sentence of this address was: "I wish I might now fall asleep and awaken when the temple is completed." Then in the words of the poet:

"Sustained by an unfaltering trust
He wrapped the drapery of his couch about him
And lay down to pleasant dreams."

Editorial, Moderator Topics

RESOLUTIONS

Michigan Society Rural Education

At a meeting held in Ypsilanti, Friday, January 18, the Michigan Society of Rural Education adopted the following resolutions relative to the late Walter H. French, a charter member of the Society.

The secretary of the Society was instructed to forward a copy of these resolutions to the Michigan Education Journal with a request that they be published.

Whereas, Walter H. French, a charter member of the Michigan Society of Rural Education, a commissioner of schools of outstanding success in Hillsdale county, a deputy state superintendent of public instruction whose constructive ideas are incorporated in the school laws of Michigan, and the man who organized and successfully established the Department of Education in the State Agricultural College has passed from our comradeship; and

Whereas, Because of his manifold services to Rural Education and to the social, fraternal, and religious activities of every community in which he lived, he was himself a shining example of that good citizenship which it was the passion of his life to teach; and

Whereas, The friendship, cheer, and purposeful inspiration of his life were so generously broadcasted to us among the hundreds of people, young and old, throughout his large acquaintance to whom his life was precious; therefore be it

Resolved, By the Michigan Society of Rural Education that we record with the deepest appreciation and sorrow the death of Walter H. French, our friend, who was a pathfinder for progress in general, rural, and vocational education for many years in our midst; and

Resolved, That we enter the foregoing statements and resolution in our permanent records, send a copy of the same to the family, and to the education journals of the state.

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Spring Term Begins April 7, 1924

Write for Bulletin.

C. P. STEIMLE, Registrar

YPSILANTI **MICHIGAN**

FIVE WEEKS IN EUROPE

By A. M. P.

(Continue from January)

Saturday, August 11.—Robert E. Lee, in my opinion, is a greater play than Drinkwater's Lincoln. In Lincoln he undertook to depict the most distinguished leader of that new and successful Northern democracy which abolished slavery and secured the perpetuity of the Union. In Lee he shows us at its best the old and failing Southern aristocracy—heroic, pathetic, magnificent even as it goes down. The play, I predict, will make the South weep and the North see more clearly the nobility of the great leader of the Confederate armies.

Sunday, August 12.—Rode all over the West end of London on buses. Saw a good fight betwen two bums in a street with a church on one side, a pub on the other, and a cop discreetly fading away in the background into an alley. Saw Crystal Palace. Heard Episcopalian clergy mounted in streets, on soap boxes, denouncing socialism, communism, and anarchy. I take off my hat to them. Comparison being odious I say no more.

Monday, August 13.—To Leamington by train. Thence, on a char-a-banc carrying 16 persons and made out of a Ford chassis, to Warwick, Kenilworth, and Stratford-on-Avon. Between Leamington and Stratford, about ten miles, passed 26 cars. Ten of these were Fords, two Buicks, and one a Hupp. This country has not changed in 20 years, I know, and I suspect not in 200. At all events, Sir Thomas Lucy's deer park is as intact as in 1580. The loss of the deer which Shakespeare stole from him does not appear to have done as much damage to his herds as William's pen did to his reputation in the Justice Shallow of Henry IV, Henry V, the Merry Wives of Windsor, and the following exquisite bit of verse:

"Though Lucy is lowsy,
As some folk miscall it;
Then sing lowsy Lucy
Whatever befall it."

Tuesday ,August 14.—To National Gallery and National Portrait Gallery. Turner collection worth all the rest. In the evening saw Barrie's "What Every Woman Knows." Met at same Margery Nicolson of Eastern High School, University of Michigan, Saginaw, Northwestern High School, Yale, University of Minnesota, and Goucher College.

Wednesday, August 15.—To Oxford. Mr. Cook charges for this trip 30 shillings. We did it for 21 shillings and tuppence. The two things which I chiefly remember are the kitchen at Christ's Church and the fact that Shelley, the greatest man who ever enrolled in University College, was fired therefrom because he dared to have an opinion of his own.

Thursday, August 16.—Bought New York Herald for eight cents to get baseball scores and found that Tygers did not play because of rain. Whenever I have previously made an investment of this sort they have been beaten. To John Groom's Crippleage. This is an institution for crippled girls over 14. Here they are taught to make artificial flowers. They do it so well that the sale of their product in the open market suffices to pay the running expenses of the institution. Its property includes a three-story factory, a chapel, a school, a whole block of houses, and ten cottages at Clacton-on-Sea, each named after a flower, the whole constituting a pretty little "Flower Village." This great work was begun in 1866 by the late John A. Groom, with the help and counsel of the Seventh Earl of Shaftesbury. The income for the year ending April 1, 1922, was 23,-614 pounds, which left a balance of 213 pounds in the treasury. Their product includes 47 kinds of flowers. These are as nearly perfect as artificial flowers can be. Their yellow chrysanthemums, which cost only nine shillings a dozen (about 17 cents apiece), would make a hit at Ann Arbor during the football season. In order to show social workers at home how beautiful these flowers are, I paid a pound for an assortment of them, for which virtuous act Uncle Sam rewarded me by charging $2.95 duty. I must add that the quarters in which John Groom's crippled girls live are better

than those occupied at Oxford by the sons of English earls. Left London at 4:05 for Liverpool, where we arrived at 8:05, exactly on time. I believe that English trains are never late. Had an excellent dinner on the train. It cost $1.15 and included Creme Indienne, Boiled Brill, Roast English Mutton, Red Currant Jelly, Fresh Beans, New Potatoes, Roast Grouse, Salad, Praline Ice, French Pastry, Kipper on Toast, Cheese, Watercress, Butter, Biscuits, and Dessert. Tea or coffee cost eight cents extra, wine from four shillings to 27 a bottle, whiskey 20 cents a drink, and non-alcoholic beverages from 12 to 24 cents. In Liverpool we met Sir Arthur and Lady Tearle, who were en route to the U. S. A., and put up at the Adelphi Hotel, which resembles a first-class American Hotel in all respects, especially its rates.

Friday, August 17.—Went into a grocery store to get some candy and was told that its proper name is chocolates. On leaving the store saw this big sign on another store: "Edwin L. Miller, Candy." Sailed on Bologna at 5 p. m. Mr. and Mrs. Hugh F. Oxenham of Canada, whom we had met on our voyage from Montreal to Liverpool, were at the boat with an enormous bunch of flowers to see us off. They had intended to remain permanently in England, but had decided to return, not to Canada, but to America.

Saturday, August 18.—Lay in Belfast Lough until noon, when there came on board a consignment of ginger ale, several Irishmen fleeing from their enraged countrymen, and an American clergyman who had been traveling all over Ireland disguised as a reporter. He told me that, when he presented his credentials to Mr. Cosgrove, he had been promised full information the next day, had waited for it three weeks, and had then gone in disgust to the Isle of Man. When he had approached Sir James Craig in the same way with the same request, that gentleman had said: "I am leaving for my vacation this afternoon, but the information you ask will be at your hotel at 9 a. m. tomorrow." Punctually to the minute it was there. The clergyman in question also imparted to me the following information concerning Irish history, which had hitherto escaped my notice: "There are three eras in Irish history—the pagan era, the Christian era, and De Valera." At this G. observed: "They overlap, do they not?"

Sunday, August 19.—390 miles. Moderate wind and swell. Overheard this conversation. *Sir Arthur*: "How are you?" *G*: "Fine." *Sir A.*: "Good! Keep it up." *G*: "No, indeed. Keep it down." Floor of ship regularly rose and sank 20 feet every 30 seconds.

Monday, August 20.—388 miles. Moderate breeze and head sea. In other words, it was less rough than yesterday but bitter cold.

Tuesday, August 21.—389 miles.

Wednesday, August 22.—409 miles. Fog.

Thursday, August 23.—307 miles. Straits of Belle Isle. Counted 57 icebergs and one whale.

Friday, August 24.—Quebec at 6 a. m.

Saturday, August 25.—Montreal at 9 p. m. In London it takes six days to get laundry done, in Paris three, in Montreal ten hours.

Sunday, August 26.—To Bethel, Vermont. The courtesy of the conductor and brakeman was superb. They even went so far as to suggest ways and means for circumventing the customs officers. Sir Arthur was pleased with them and Vermont. Had a picnic and a game of baseball in the the back pasture of my cousin's farm at Bethel. Roast beef, green corn on cob, real coffee, real ice cream, real cake. Sir A. enchanted with eats, Lady T. with scenery, both with absence of class distinctions as shown by the fact that the maids and hired men ate and played with the family. When told that all of the help were high school graduates and that some of them had college degrees, Sir A. remarked simply: "God help England!"

Monday, August 27.—Drove to Canajoharie, N. Y., 150 miles. Here they make Beechnut Bacon and the company maintains an excellent hotel with baths and everything.

Tuesday, August 28.—To Rochester, 211 miles.

Wednesday, August 29.—To Buffalo, 100 miles. Sir A. greatly impressed by agricultural riches of N. Y. and by some hot dogs which we bought by wayside. Steamboat company got only one gallon of gas away from us.

Thursday, August 30.—Miracles never cease. Blessed be Allah! Gas man on dock at Detroit made a mistake and served us

twice, three gallons each time. Saw Tygers beat Chicago 14 to 4. I thank God that I am an American, a Michigander, and a Detroiter.

My conclusions from this excursion are as follows:

1. Europe is by no means as near the brink of ruin as our newspapers imply.
2. The English are making an honest effort to pay their debts and hence are apt to be a bit grouchy.
3. It is not possible for a Frenchman to be unhappy long or much. He shrugs his shoulders, says *C'est la guerre,* and goes to work.
4. As cooks the French are unrivalled.
5. The cleanliness of the Swiss puts them in this respect in a class by themselves.
6. The French are right in the Ruhr business.
7. The 5-5-3 naval pact is a joke, because the next war will be fought in the air, where the French are now supreme and we are absolutely nowhere. In the production of movies, however, we lead the world.
8. The two Americans in whom Europeans are chiefly interested are Henry Ford and Mr. Volstead.
9. Americans who go to Europe must expect to spend half their time waiting for trains and the other half standing in line to show their passports to officials.

WALTER-FRENCH—MUNSON

(Continued from page 263)

in and in a few minutes somehow I discover a lot of things I ought to have done and more I should be doing."

That is a great thing, the power to stimulate others and in the right direction. That power Walter French had in rounded measure. That made him the teacher he was. He was a man of action. His last speech was to rally people to action—to build.

And so to the Great Beyond goes Walter French. We feel the shock and the grief and the loss. But if ever man fought a good fight and finished his course that man was Walter French. He has shown you and me what, after all, is possible in the perfection of a man this side the Divide.

Walter French, it is so good for us to have known you!

—Editorial, Moderator-Topics.

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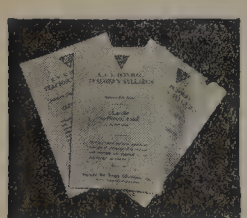

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STATE OF MICHIGAN

DEPARTMENT OF PUBLIC INSTRUCTION

THOMAS E. JOHNSON, Superintendent

THE REWARD OF TEACHING

I have just come from the funeral of Walter H. French, one of the most positive factors in education in the history of Michigan.

I have known him for twenty-five years, intimately for ten years. I cannot begin to tell the story of his life and what his work has meant to public education in Michigan but as I sat in the audience I watched the people file in and realized that those gathered to pay their last respects to the memory of the departed spoke a language more eloquent, more powerful than could be uttered by human tongue. Manufacturers, bankers, state officials, business men, laboring men, politicians, women of social rank, and women who work for a living, fellow educators, fellow lodge men, fellow club men, and fellow church men, all came with one accord and one purpose—to render honor to the departed.

Truly teaching has its reward—a reward in the grateful memories and loving hearts left behind. To Walter H. French educaton owes a debt which cannot be measured in terms we can understand. The fraternal life of Michigan, the church and the community he served are equally his debtors. To attempt to enumerate his achievements would be idle. To me the biggest thing of all is the fact that when with us he was a living proof, and having left us his work is an immortal proof, that to teach is to live a friendly life and to travel a friendly road and to lay up for ourselves treasure where neither moth nor rust doth corrupt nor thieves break through and steal.

The reward of teaching is one which we can both leave behind and take with us—a memory of good deeds done and good work accomplished.

T. E. JOHNSON.

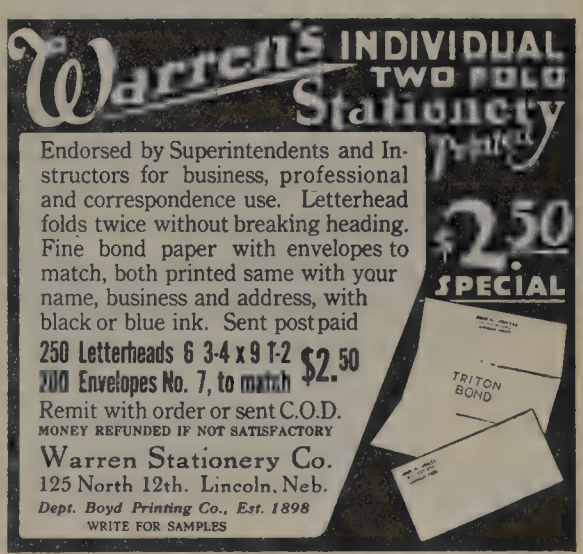
Lansing, January 8, 1924.

To Superintendents and High School Principals:

High school fraternities and sororities are an unmitigated evil. At least I never have found any valid reason for their existence. They are illegal. Possibly the law is not just as effective as it might be but there is certainly something there to work on. Why not have a crusade and abolish them completely? Few parents favor them and still fewer school officials. I believe every parent or parent-teachers' organization in the state would be glad to co-operate to do away with them.

In this connection also let us plan to make the social affairs of our schools as simple as possible. We have boasted of the fact that our high schools are available to all, that we have brought education to the people. Let us make this boast real by reducing to a minimum the incidental expenses of a high school course.

Faithfully yours,
T. E. JOHNSON.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SCHOOL BUILDINGS

W. L. COFFEY
Deputy State Superintendent

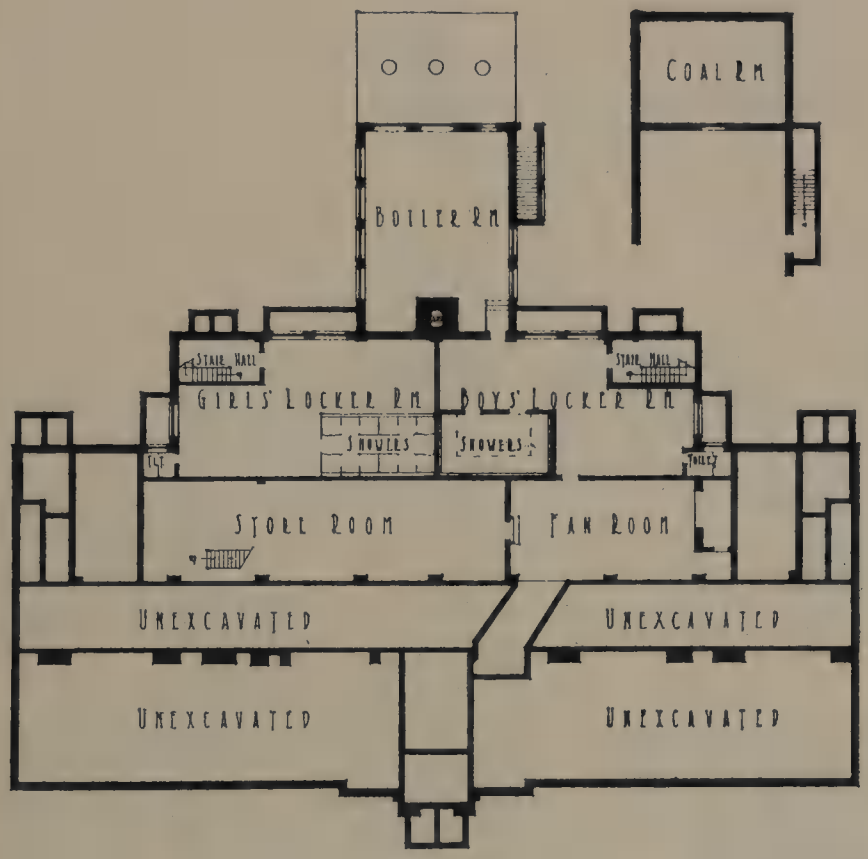
THAYER GRADE SCHOOL, SPRINGWELLS, WAYNE COUNTY

The Thayer Grade School Building will accommodate three hundred twenty pupils of the first six grades and the kindergarten. This building has many desirable features that should be considered when planning a building for these grades.

1. It has two stories besides the basement which is used only for heating purposes, shower and locker rooms, and storage.
2. It has either east or west lighting in all school rooms including the auditorium and gymnasium.
3. It has a kindergarten room larger than grade rooms and arranged with a separate entrance off the general entrance hall. This kindergarten room is provided with fireplace, suitable wardrobes, and separate toilet facilities.
4. It has a stage so located that it can be used for seating purposes for the people of the community when the gymnasium is used for games. This stage can be reached from the corridor without going into the auditorium, making it possible for teachers to prepare the children in their own rooms for school and community entertainments.
5. It has a janitor's closet on each floor next to the boys' toilet room so that plumbing for the janitor's closet may be secured at a minimum of cost.
6. It has boys' and girls' toilets on each floor at opposite ends of the corridor. These toilet rooms are provided with one fixture to each fifteen girls, and two fixtures for each twenty-five boys.
7. It has stairways arranged perpendicularly to the main corridors so that pupils are delivered into the corridor facing toward the exit.

Thayer School, Springwells Township, Wayne County

8. It has two exits on the first floor and three on the ground floor.
9. It lends itself to further extension without the necessity of remodeling.
10. It has non-carrying partitions with heating and vent ducts located in the corridor walls so that size of rooms may be changed to meet conditions that the future school organization may require.
11. It has a small school and library room so arranged that it may become a part of the general offices when the size of the building is increased and the library is placed on the first floor for better accommodations to the public.
12. It has ample storage room without being wasteful of desirable school space.
13. It has corridors well lighted with natural light.
14. It has a gymnasium and auditorium combined for physical education work, auditorium work, and community work.
15. It has the check room and ticket office well located for community purposes.
16. It has two rear exits to the auditorium, for quickly emptying the room in case of fire or other danger.
17. It has picture booth and dressing rooms for use with the auditorium.
18. It has ample shower and locker room space with toilets in connection with locker rooms.
19. It has a kitchen and lunch room for the pupils, so arranged that both are handy when the auditorium and gymnasium are used for community purposes.



BASEMENT & FOUNDATION PLAN

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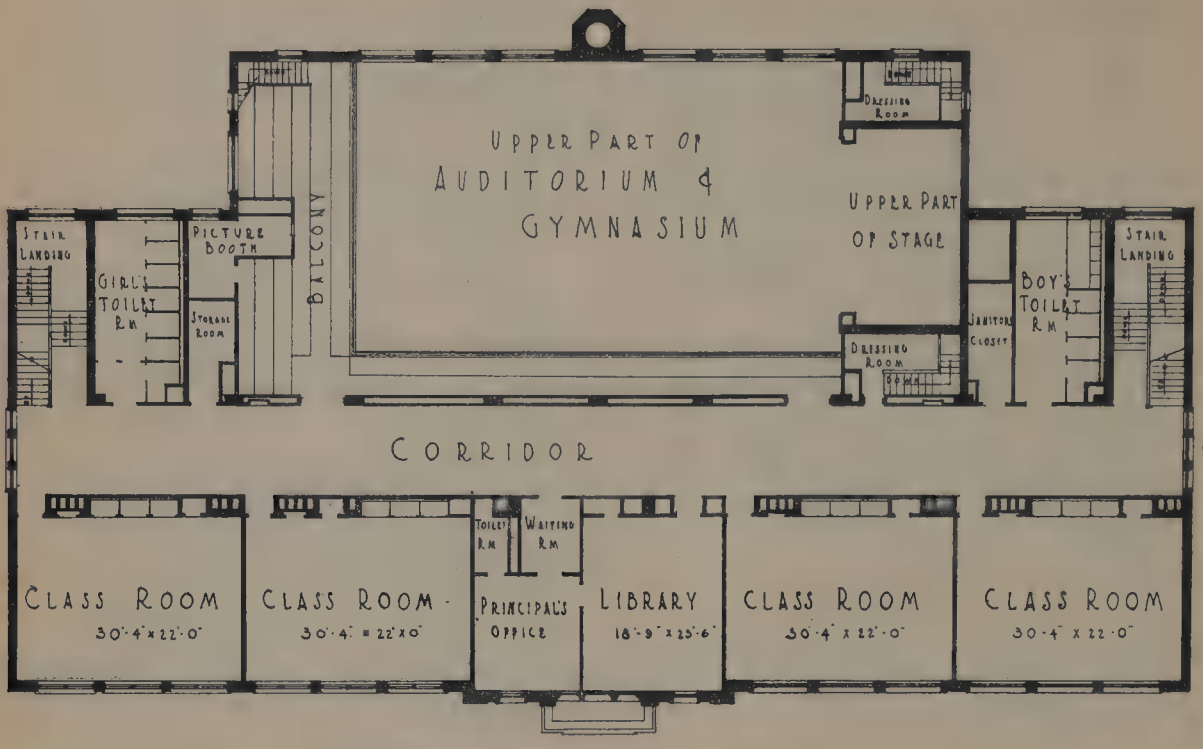

FIRST FLOOR PLAN.

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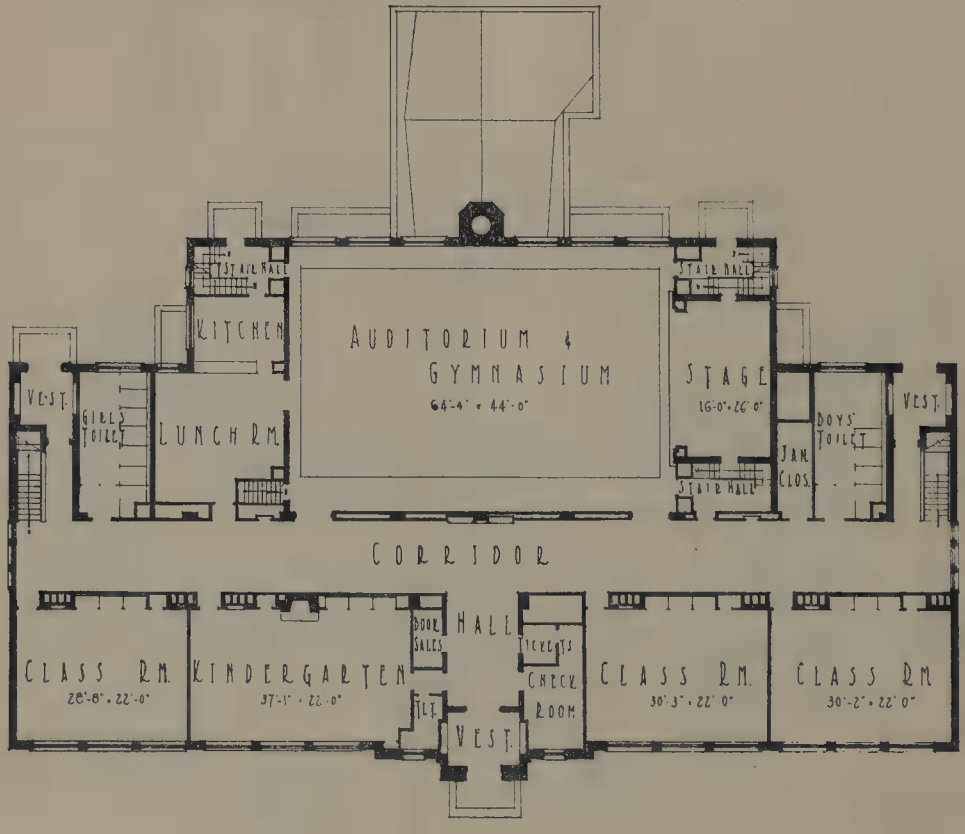
SCALE — FEET



GROUND FLOOR PLAN

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EDUCATION BILL

The Education Bill is again before Congress. It has been reintroduced in the Senate by Senator Thomas Sterling, of South Dakota, who sponsored the Bill in the last Congress. It was presented to the House by Representative Daniel A. Reed, of New York, who takes the place of Horace Mann Towner, now Governor of Porto Rico. The bill will be known as the Education Bill. It is S. 1337 and H. R. 3923. The bill has been referred to the education committees of the House and Senate. The next step will be the public hearings by these committees at which the arguments for and against the measure will be presented.

A committee representing the twenty-one National organizations that are supporting the bill headed by Miss Charl Ormond Williams, of the National Education Association, recently called upon Senator Sterling and Congressman Reed to express appreciation of their championship of the measure. After appropriate talks by members of the committee, brief responses were made by Senator Sterling and Congressman Reed.

Senator Sterling said that he was greatly impressed by the rising tide of public sentiment in favor of the bill. He indicated that the reference in President Coolidge's message to the importance of removing illiteracy was one of many indications that public men are becoming aware of the seriousness of the Nation's educational shortcomings and of the necessity for larger educational opportunities if American ideals are to be maintained.

Congressman Reed said that he was pleased to have been chosen to sponsor the measure and promised to make every effort to obtain its early passage. "Our country can afford to practice economy in any department rather than fail in its duty to provide the necessary aid and facilities to insure every boy and girl a fair start in life," said Mr. Reed. "It is here that we touch citizenship at its source and fortify our Government against the ignorant, the venal, and the mischievous."

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- 1924 -

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Cadillac, Michigan

EDUCATION

64 Ideal Summer Temperature

NORTHERN STATE SUMMER

JUNE 30

I. CAN I STAND SUMMER STUDY?

All good teachers want to advance. But many good teachers die on third because they cannot stand the torrid torture of summer study.

Professor Elsworth Huntington of Yale University, foremost authority on climate, says:

"For physical health among the white race as a whole the best temperature is an average of 64 degrees for day and night together."

Uncle Sam, in his weather reports, says:

The mean temperature for Marquette for eight consecutive summer sessions is 63.4 degrees.

It appears, therefore, that **Northern State Normal School offers receation with education.**

The summer session begins June 30. This will enable teachers from the south to make much of the journey by boat, an outing which in itself will prove invigorating at the close of the year's work.

II. CAN I STAND THE COST?

Living expenses at Marquette are extremely moderate. A liberal estimate for first-class accommodations for the summer session follows:

Room	$18.00
Board	42.00
Laundry	10.00
Tuition and Fees	6.00
Books	6.00
Total	$72.00

RECREATION

NORMAL SCHOOL SESSION

Marquette Summer Temperature **63.4**

AUGUST 8

III. CAN I GET THE WORK I WANT?

Attention is directed to this list of summer courses designed to meet the needs of Class Room Teachers, Supervisors, County Normal Teachers, Superintendents, and others.

1. Mental Tests and Measurements.
2. Educational Tests and Measurements.
3. Primary Methods.
4. The Technique of Instruction.
5. School Supervision.
6. School Administration.
7. A Critique of the Elementary Curriculum.
8. Statistical Method in Education.
9. Play Ground Supervision.
10. Scouting and Club Work.
11. The Teaching of the Social Sciences.
12. Modern Social Problems.
13. Principles of Education.
14. The History of Education.
15. Rural School Problems.

FOR FURTHER PARTICULARS WRITE

Marquette, Michigan.

J. M. Munson
President.

Northern State Normal School,
Marquette, Michigan.

Kindly send me the publications checked below.

( ) See America First.
( ) Cloverland in Clover Time.
( ) Summer School Announcement, 1924.
( ) Announcement of the Industrial Arts Department.
( ) The Year Book.

Name..... Address.....

KEEPING THE CLUB ALIVE

MISS LIDA ROGERS
Holland

The club that is alive and wishes to remain so will have a definite objective for the year's work. That objective will vary in the different clubs. In some it may need to be intellectual and professional growth. In others, securing social and recreational advantages. Or again, promoting a spirit of fellowship, attaining civic prestige, raising funds, et cetera. Whatever the objective decided upon, it should be kept clearly in mind and all the energies of the club should be directed toward reaching that end.

The live club must be well organized if maximum results are to be realized. The plan of organization will depend upon the size of the club. It should not be too complex but should be simple enough to function easily. It may consist of the usual officers, various committees, and a board of directors. The officers should have initiative, leadership, and special ability in their particular office. The committees should be chosen with care. Much depends upon securing willing, efficient chairmen with ability to direct harmoniously the work of the committee. The membership of the committees may include not only experienced workers, but new and untried teachers may here be given a chance to develop latent ability. The board of directors, consisting of the officers and chairmen, will outline the work of the club and will direct its policies.

Given such an organization, with a large number of carefully selected people ready for work, the next essential in a live club is that the organizaton shall be kept at work at top speed. Work is a panacea for many ills, and the club that is kept hard at work along many lines is sure to remain

A Message from the Service Bureau

of

State Teachers Associations

Des Moines, Iowa

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To Members Michigan State Teachers Association:

Many business concerns have done you the courtesy of advertising in your publication. Are you doing them the courtesy of reciprocation? Out of thousands of journals that they might have selected, they have chosen yours. If they consider Michigan Education Journal worthy of patronage are these advertisers not worthy of your consideration? Other concerns have gone by on the other side and neglected you.

Be a Friend to Your Friends

much alive. The year's program should be varied in its scope. It should provide for social evenings, entertainments, concerts, lectures, teas, luncheons, banquets. It should employ as many agencies as possible and should make many contacts outside the profession. Many different projects may be worked out by the several committees. The Lecture Committee may arrange for educational, professional and business speakers and, if conditions permit, may put on a lecture course. An entertainment given by the teachers themselves will stimulate community interest in the club. The Welfare Committee in a live club will find a wide field of activity in greeting new members and helping them get settled happily in the community, in cheering and comforting the sick, and in calls upon the club members. Teacher's insurance, sick benefits, and hospital care may be attempted when the need is sufficient, and a teachers' club house may be provided. A progressive club will also find it worth while to publish a club paper.

If the club is to be kept alive it will not hide its candle under a bushel but will for the sake of the profession give its work due publicity. It will seek to sell the club first to its members. Every member will have a keen appreciation of the value of the club and its work and will be a loyal booster in every possible way. The live club will then take every legitimate means to sell its work to the public. The public has a right to information concerning its schools and the Teachers' Club is one of the best means for giving that information. This will be accomplished indirectly through the work of the club. But it should also be done in a systematic way through the Publicity Committee which will find here a rich field in which to work.

The club, then, that has a definite objective, is well organized, is kept hard at work along various lines, and gives its activities adequate publicity, will not only be kept alive, but will come in time to receive the recognition in the community that a Teachers' Club should receive.

PUBLICATIONS

OF THE

MICHIGAN STATE TEACHERS' ASSOCIATION

The following publications of the Michigan State Teachers' Association can be secured from E. T. Cameron, Executive Secretary at Lansing, Michigan, at the prices quoted. Remittance must accompany the order.

Michigan Education Journal .....$2.00 per year
Rural Education in Michigan .....Free
Projects in Early Elementary Grades .....Free
Preliminary Report of Committee on Uniform Child Accounting and Unit Costs .....Free
Equalization Plan for Primary Fund Apportionment .....Free
Facts About Costs of Consolidated Schools .....Free
Teachers' Self Rating Scale .....One Cent Each
Teachers' Rating Card .....One Cent Each
Code of Professional Ethics—Teachers (1923) .....Free
Syllabus of Bible Study (Bulletin No. 50).

Syllabus of Bible Study for Senior and Junior High Schools (Bulletin No. 50) should be ordered direct from State Superintendent of Public Instruction, Lansing, Mich. Price 20 cents each. Remittance must accompany order.

Bulletin No. 1—Report of Salary Committee (1923).

What Makes A Great Teacher?

Knowledge—Pedagogics—Personality. And the greatest of these is Personality.

Years after the last lesson is forgotten, the personality of the teacher lives in the pupil's memory.

Personality is not always inherited; we all have individuality, which may be molded into something out of the ordinary by environment, fate, or ambition.

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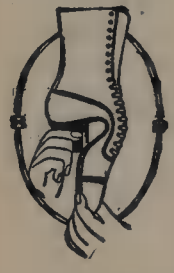
The next time you are shopping,—may we make this suggestion to every teacher:



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SAGINAW—Goeschel—Kuiper Co., 107 S. Jefferson Ave.
SAULT STE. MARIE—Passmore & Paquin, Inc., 317 Ashmun St.
ST. JOSEPH—R. & W. Rahn, 212 State St.
TRAVERSE CITY—Kellogg's Cash Shoe Store.

CURRENT LITERATURE

T. E. RANKIN

Professor of Rhetoric and Secretary of the Summer Session, University of Michigan.

SONGS OUT OF DOORS

By Henry van Dyke. Charles Scribner's Sons. New York.

Songs Out of Doors, by Henry van Dyke, promises well, at first glance, to one who judges books by the paper jacket. An attractive use of mountains, woods, and waters has been made upon that jacket! Really, it alone is worth the price of the book, for the relief we feel not to be faced with a host of more or less irrelevant newspaper notices and other advertising dodges of the publishers. But the excuse for considering this volume, when it is remembered that Mr. van Dyke began writing verse at least fifty-one years ago, is that some of the poems within it are new as well as some old. The value of the book lies in the fact that here is a continuous record of the nature-loving, almost nature-worshiping, of our foremost living sentimentalist who, we may also say, is gifted with literary grace and power.

In defense of our much maligned twentieth century, let it be recorded that it is relief also to find that some of the poems written by Mr. van Dyke since 1900 are superior to most of those written before that date. While a few American readers still find a reference to Europe "the insignia of classic merit," yet we, at least, find the poem "The Hermit Thrush," of 1908, a far finer one than "The Veery," of 1895, chiefly because the latter is burdened with the shelf-worn comparison with the nightingale. In the poem of 1908 is depth of passion; in that of 1895, nothing above sentiment. Depth of feeling, too, is in "Spring in the North," a late poem, though not depth enough to outweigh in value the excellent imitations of bird music in a poem of much earlier date, "The Angler's Reveille." Some of the truest poetry van Dyke has ever written is contained in "The Heavenly Hills of Holland," which was written during the Great War while its author was minister at The Hague. The poem celebrates the mystic coloring and the majestic movement of the clouds that march and gleam and float above the land of pastures, canals, and ancient cities. It is refreshing to the spirit, amid the howling vulgarities reflected in the verse of our generation, to find one poet who still dwells in the many mansions of nature where no vulgarities are. An eminent British physicist recently addressing a company of economists, said, "How men live, or how anything lives, is, with few and unimportant exceptions, by sunshine." In *Songs Out of Doors* is sunshine.

Yet no great poems are here. They were not written in the passionate flame of imagination. While we would not say that for the average man no great poetry can exist, yet poetry written for the average man lacks the divine rapture over light and color and form. These poems lack that rapture. Furthermore, Mr. van Dyke frequently fails to make his rhythms fit his subject matter. No tide, for example, ever moved, or turned, in the fashion in which his phrases and lines waltz along in "Turn o' the Tide." Kipling and Alfred Noyes had already used the rhythm employed in this poem, but they had used it with better results. In "God of the Open Air" an attempt is made with the always elusive, yet here impressive form of the ode. The movement is good, but the poem says nothing rich in human value, and surely literature must say things rich in value for the human being. The volume closes with imitations of the Davidic Psalms. These imitations are experiments lacking only the lyric fervor and profound emotion of the Hebrew master lyrist to make them profound poetry. But that is to lack much. Still, there is little lack in form of imitative experiment. The author tries all the kinds of parallelism which characterized Hebrew verse, synonymous, antithetic, constructive, and climactic; he also attempts nearly all the plural line numbers, distichs, tristichs, and tetrastichs. Possibly, had he remembered the *Book of Numbers,* or even the *First Book of Samuel,* he might also

have written verses of five and six lines, pentastichs and hexastichs.

Henry van Dyke, whatever his theory may be, works under the influence of the fallacy that artistic material is something to be manipulated and arranged in conventional ways. John Ruskin once said that no man would make a good artist who had not in his youth made a close study of the tendril of the ivy plant. Mr. van Dyke must have failed, in his youth, to make his Ruskinian study of the ivy tendril. Altogether, though, this is a rather good book for the thoughtfully and mildly devout toward nature to carry in the vacation pocket, and is unqualifiedly good for any who wistfully long for "just a day on Nature's heart." Here are sunset, and waterfowl, and lilies, and some good music, images, and thoughts.

APRIL TWILIGHT AND OTHER POEMS

By Willa Cather. Alfred A. Knopf. New York.

Willa Cather is a novelist of importance, among novelists in America today. But *April Twilight, and Other Poems* gives little evidence that she is a poet of importance. The volume is divided into Parts I and II, the first containing poems already in print, the second, poems of more recent dates. Even the better poems are imitative; but never mind that, if the author puts herself into the imitative forms, and she does. They are somewhat thin in thought: but even in her novels Willa Cather's talent runs rather to picturing than to thought. Verse form, though, evidently hampers her gifts. In verse she does not picture so sharply, so decisively as in prose. But her personality is here, and therefore, because it is her personality, the poems are rich

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You are cordially invited to make our parlor-room office at the Congress Hotel, Chicago, your headquarters for conferences or for mail during the meeting of the Department of Superintendence, February 24-28. Free stenographic service to school officials.

in suggestions of deep, universal human feeling. She has the passion for humanity which, most of all things, makes a good book.

In both parts of this book, the writer is looking wistfully across seas and into man's past history, as well as into her own personal experiences in western America. The best work of all is done in the three love poems, "The Hawthorne Tree," "Evening Song," and "L'Envoi." Not wistfulness only, but loneliness of mood is here; and in "Evening Song" is the note of denial, that curious paradox, so common with the poet, of the eternal sigh which denies eternity. She writes even of Marsyas, the Palatine, Delphi, the Gaul, and in doing so she is, perhaps, wistfully looking backward into eternity's past. If she has come to the decision that all known times are one, the past in Rome and the present on Nebraska prairies, perhaps this decision will lead her to thinking of the future as one with the past and now, and it may be that prophetic vision will follow in her poetic work to come.

A lovely little story is told in "The Swedish Mother," and a story revelatory of the poignant susceptibilities of a noble spirit in "Macon Prairie." The second of these is the finest thing yet written of the "prairie schooner" era in our western history. The tale of "A Silver Cup" could better have been told by Willa Cather in a short-story in prose, though it does not follow that if a story is good it must be told in prose only. Masefield and Alice Brown have proved that fiction's chiefest fount for centuries, poetry, has not yet failed in its supply. But this tale of Venice and of America, though poetic material, could better be told in prose than in verse by Willa Cather.

Once having found these poems, however, we would not willingly lose them, even if it is gratitude rather than high admiration which is Willa Cather's meed as poet. It is the convention today that to be a poet one must either draw one's material from the "secret sources of Being" (now, *what* does that mean?) or must employ some form of line division as far as possible out of harmony with the form of thought. Willa Cather is not one of the sheep-like followers of this convention. No doubt she does need to feel, more strongly than she does, that "poetry is the dreams of them that are awake," as the seventeenth century phrased it, and then the clean bright flame which is her intellect may give to this passionate, restless generation of ours some really vibrant verse.

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THE PATHFINDER, 596 Langdon Sta., Washington, D. C.

THE EUROPEAN SITUATION

(Continued from page 248)

to be the mediator and as we have always tried to be the arbitrator, I think we ought to make it very clear that we will use our influence to adhere to the International Court, where we will make an effort to adjust international differences by judicial process rather than by war.

I am glad to hear the resolution that you adopted today on this particular question. Two tasks are before us: One is to lead these two great countries into composure without offending either, and the other is to open the way for the future adjustment of differences by some judicial process.

I should not be justified in coming away from Washington unless I dealt with this problem, for, in my mind, it is the greatest which faces the world today.

To educate a man in mind and not in morals is to educate a menace to society.—Theodore Roosevelt.

—Journal of Education

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CHICAGO'S NEW SUPERINTENDENT

William McAndrew, who has just been elected Superintendent of Schools for Chicago with a five-year contract at $15,000 a year, is a Michigan boy.

He was born in Ypsilanti, August 20, 1863. His father was William McAndrew and his mother was Helen Walker McAndrew. He was educated in the public schools, the Michigan State Normal College, and the University of Michigan, from which he received the degree of A. B. in 1886. On June 28, 1894, he married at Dover, Maine, Miss Susan Gurney. His children are Helen, born in 1895; Mary, born in 1897; and John, born in 1904. After being graduated from the University of Michigan he was for one year Superintendent of Schools in St. Clair, Michigan, and then went to Chicago as Principal of the Hyde Park High School. He left Chicago about 1890 because of insubordination, his insubordination consisting of a refusal to sign the diploma of a boy who had not earned the right to be graduated. Then for a time he was District Passenger Agent and Advertising Agent for the Great Northern Railway Company, at St. Paul, Minnesota, after which he became Principal of the Pratt Institute (Manual Training High School, Brooklyn), and Principal of the Washington Irving High School (Girls' Technical High School); New York City. This position he held until 1914 or thereabouts, when he became Associate Superintendent of the New York schools, in charge of Divisions 4 and 5, which include all the Brooklyn districts, which position he still retains. He is a democrat, a Unitarian, and President of the National Society for Educational Research.

We list below a few of McAndrew's writings: "Great Northern Country"; "The Salaries of Teachers"; The Schoolman's Loins"; for Educational Review, June-December, 1922; "Community Civics," a practical educational course in citizenship, why and how the public manages schools; "Keeping It Dark" (Article in The Outlook, 1922); "The Success of Our Successors" (The faith of the founders. The surprising proposal of the men of '76 to train a race of rulers. Persistence of their idea that even the childless should pay for the schooling of the young).

Early in 1923 the World's Work sent McAndrew into 40 states to gather from public men their ideas of the objects of American union and what the public is doing through education to realize these purposes. The results of his investigations have been appearing in the World's Work during recent months. They may be briefly summarized as follows: "The Public and Its School" (A statement of the means of finding what the intelligent public expects of children and how a school system may be managed to deliver the goods); "Planning the Upkeep"; and "American Equality" (What an explorer sent out by the World's Work on a patriotic pilgrimage discovered).

McAndrew was elected Superintendent of Schools in Detroit on July 18, 1912, but declined to accept the position. When he was elected to the Board of Superintendents in New York City, Dr. A. E. Winship wrote as follows in the Journal of Education:

"The election of William McAndrew to the Board of Superintendents in New York City signifies more than would the election of any other man. He could not have been elected at any earlier date. He could only have been elected when the Board of Education was looking forward and not backward, when it was devoted to boosting for the future rather than boasting of the past. If any one man has crystalized his life into the slogan, "Boost, don't boast," it is McAndrew, whom we have known intimately for the whole 20 years of his public activities. We rejoice in his promotion because of what it signifies to the (cause) of educational progress in the most significant city educationally in the world.

"Mr. McAndrew has maintained through pronounced vicissitudes the assertion that the calling of public education has more possibilities of happiness and solid service than any other occupation, medicine and the ministry not excepted. Twenty years ago as principal of a high school he was publishing articles maintaining that no system of planning or supervising could lift the service of schools without a body of teachers well paid and substantially honored by the public; no body of teachers could obtain decent wages and substantial honor unless they maintained a (positive) and enthusiastic regard for their business of training the children of the Republic. With Maxwell, Haaren, and Ettinger, with whom he is

now to sit in the New York Board, he was associated in the movement which made New York City's teachers the best paid public school workers in the world. He moved the resolution which resulted in the National Education Association's investigation of teachers' salaries, served on its committee, and wrote much of the report. Always he has insisted that whining and complaining of the teacher's hard lot only delay its amelioration and hamper education. 'The soul of our business is hope, expression, confidence. It is positive, not negative. To say that a man is a worth-while teacher is to say that he is an optimist. If we whine, if we quarrel, if we show littleness and self-seeking, we tire our public out. That would be as foolish as for a merchant to disgust his customers. The only way to ally the country with the aphorism of human happiness through education is to show the public that education is a felicitous success.'

"McAndrew's work has been co-operative. He has no use for one-man systems. In his essay, "The Plague of Personality," he holds that education in a democracy must be democratic, not on the military system of commands from above. The Washington Irving School has been built up by co-operation. Citizens, teachers, girls, public societies, city officials, committees of the Board of Education, have worked together to make it the social and educational center that it is. We read in the New York papers that the teachers of the school have petitioned the Board to elect any principal it chooses, but to pick him or her from the faculty. When one remembers faculty fights of educational institutions in the unhappy past, this co-operation spirit warms the heart.

"Mr. McAndrew's service in the Board of Superintendents of New York will not change his habits of a lifetime. He will harness up with his colleagues and pull with them in the forward direction they have been going, especially in the last two years."

When he was re-elected, Dr. Winship wrote again as follows:

"There is only one William McAndrew and he is something different every time he comes to the bat. We were of those who were not easily reconciled to his leaving the Washington Irving High School. It seemed as though he was the last man in the world to be harnessed to the inevitable treadmill work of a great supervisory system.

"William McAndrew is a genius, first, last, and all the time. He thinks, acts, writes, speaks, as a genius. He has attacked traditions mercilessly. When he lets himself loose with his pen, no one knows what he is to hit or what fragments will remain after he has hit a tradition.

"What could such a man do with the responsibilities of leadership in a district with 100,000 children, more or less!

"Well, what did he do?

"With this query in mind we turned with keen interest and some anxiety to his first report upon the schools of Brooklyn, which is published by the New York Board of Education.

"Imagine our delight at finding McAndrew, William McAndrew, fiercest of critics, corralling all critics of the schools in Brooklyn, taming them, harnessing them, and making them pull together like a trained team.

"It takes a rogue to catch a rogue, and it evidently required a critic to tame and harness for team work the critics of Brooklyn.

"Nowhere else in professional or profane literature can there be found as valuable a summary of criticism and remedies as in this report. No inquiry, survey, or investigation has been as constructive as is this report of Mr. McAndrew.

"It should be published at once by the United States Bureau of Education as a monograph, or by the World Book Company in its school efficiency series. It comes near having the ring of one of Horace Mann's reports of 70 years ago.

"The conclusion of McAndrew's report is that all of the things employers expect of graduates are attainable with a surprisingly small amount of effort. The schools will not suffer by taking up the criticisms passed on to them. On the contrary, they will benefit. Every school ought to invite a committee of taxpayers to formulate the definite abilities expected of the graduates and at designated periods ought to be invited to test the graduates upon such abilities. McAndrew proposes this as a means of holding a close bond of friendship and loyalty between the public and the schools. He contends that such definite and intimate knowledge of what the schools are doing is essential for the adequate support.

"His report contains a complete summary of abilities proposed by Brooklyn's employers, citizens, ministers, editors, mothers, schoolmasters, as necessary in the Brooklyn youngster on graduation day. McAndrew applies general principles of management to the problem of directing the schools so as to turn out this product. He enumerates the agencies (existing) in Brooklyn for getting the result. A remarkable thing about the project is that it has been formulated by conference and co-operation, and is

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not a theatrical conception proposed for imposition upon the schools."

The New York Times, on Saturday, January 12, 1924, writing of McAndrew's election as Superintendent of Schools in Chicago, published the following editorial:

"Dr. William McAndrew, who came out of the middle west 30 years ago to take a place here, has given the New York public schools a quarter of a century of cheerful, unconventionally efficient, outstanding service. He was one of the fine group of men whom Dr. Maxwell combed the country to find and who has been, as Dr. Ettinger says, 'a tower of strength" to the department. He gave to the Washington Irving High School a personality and has been a humanizing force in a system which, with the inevitable tendency toward mechanization, constantly needs ideals in the teachers and in those who lead the teachers. President Pritchett, taking an illustration from his own field as an astronomer, and protesting against the contention that "civilization must be put on a practical basis," said last night that the profession of teaching is guided by ideals which are like stars that cannot be touched and are not practical. Yet by looking up to them and shaping his works by them, the mariner brings his ship safely into the harbor. Mr. McAndrew has been a very practical pedagogical mariner and has always availed of the guidance of the stars.

It is a pity that New York, with three times as many pupils in its schools, must be outdistanced by Chicago in the financial recognition that it gives its school head. And it should give us chagrin to recall that only a year ago there was a general fear on the part of those interested in school affairs that Dr. McAndrew might not be re-elected to the position of Associate Principal—for he has been as fearless in resisting political influence over educational policy as he has been tireless and creatively active as a teacher. For all his years he has lost none of the optimism and fervor with which the West endowed him. The East has given him a well-rounded educational experience and a direct touch with the immigrant, to whom he has been a helpful friend; and it makes a distinct contribution to the middle West in sending him back an even more competent man than when he came out of it almost as young as a Lochinvar."

To all of this praise of McAndrew the Michigan Education Journal heartily subscribes. We know him. We love him. We admire him. We rejoice in his success. We can read his writings and listen to his speaking with pleasure. And we hope, for his sake and Chicago's, that he will give that child of darkness such a pedagogical scrubbing that its eyes and pores may at last be open, after many years, to the influences of sweetness, light, and sound educational policy.

NEW BOOKS RECEIVED

Essentials of Economics, by Fred Rogers Fairchild. American Book Co.

Civic Science in Home and Community, by Hunter & Whitman. American Book Co.

High School Algebra, by Rushmer & Dence. American Book Co.

Personal Hygiene, Revised, by Frank Overton. American Book Co.

General Hygiene, Revised, by Frank Overton. American Book Co.

Psychology and Self-Development, by Henry Eastman Bennett. Price $1.48. Ginn & Co.

The Teaching of Reading, by Harry Grove Wheat. Price $1.60. Ginn & Co.

The Progress of Arithmetic in the Last Quarter of a Century, by David Eugene Smith. Price 72c. Ginn & Co.

Chemistry in Everyday Life, by Charles Gilpin Cook. D Appleton & Co.

Methods in Elementary English, by Young & Memmott. D. Appleton & Co.

Education for Moral Growth, by Henry Neumann. D. Appleton & Co.

A First Book in Algebra, by Howard B. Baker. D. Appleton & Co.

Elements of Retailing, by Ruth Leigh. D. Appleton & Co.

Human Geography by Grades, Fairgrieve & Young. Book One—Children of Many Lands. Book Two—Homes Far Away. D. Appleton & Co.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign naton of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.—*William Tyler Page.*

—From Hill's Community Life and Civic Problems. Ginn and Co.

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The Picturol is a new development in the field of visual instruction, which is intended to solve this problem. It has recently been announced by the Society for Visual Education, 806 West Washington Boulevard, Chicago, which has been working on the idea for a considerable time. Carefully selected pictures are transferred to strips of non-inflammable film—aptly termed Picturols. To add reality to these pictures, a simple and inexpensive lantern has been developed to project the Picturols on a screen, or the wall of the class room.

The Universal Set, which is now ready for distribution, includes over 2,500 pictures, and covers practically every subject taught in the elementary grades—Geography, History, Nature Study, Health and Hygiene, Civics, Agriculture, Literature, etc. The complete set, consisting of 75 Picturols, the lantern, a combined carrying case and cabinet, and a teachers' syllabus for each Picturol, is so small and compact that it can be easily carried from place to place, or can be kept continuously in the class room, where it will always be ready for instant use. By the use of this system, it is unnecessary to interrupt the regular class work, or to hold a special period for visual instruction. The teacher can illustrate what she wants when she wants it. It requires only a minute to pull the shades, insert a Picturol, turn the switch and show the pictures. The Picturol is advanced in the lantern from one picture to another by simply pressing a button. There is no high voltage lamp, and the lantern can be used with perfect safety in any class room. It is about the size of a good camera, and just as easy to operate. The complete set of 75 Picturols occupies less than three-quarters of a cubic foot of space, and weighs only about two pounds. The cost of these rolls is less than the rental of stereopticon slides for one day. These Picturols have been prepared under the personal direction of the organizers of the Society for Visual Education. Among the leading educators serving at present on the active committees of the society, and directly interested in the development of this new visual aid, are: Pres. W. W. Atwood, Clark University; Prof. W. C. Bagley, Columbia University; Prof. John M. Coulter, University of Chicago; Prof. F. G. Bates, Indiana University; Prof. Forest R. Moulton, University of Chicago; Prof. W. F. Russell, Columbia University; Prof. C. E. Turner, Massachusetts Institute of Technology.

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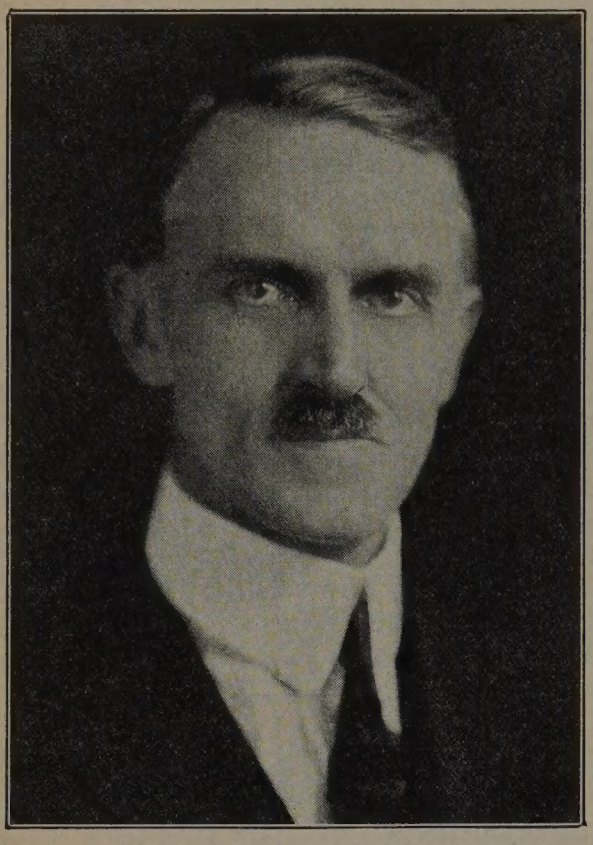

L. H. VAN DEN BERG

Laurence H. van den Berg, who served as superintendent of schools at Grand Haven last year and accepted a position as Principal of the State Normal School at New Platz, New York, during the summer, has recently been elected Principal of the New York State Normal School Teachers' Association.

Principal van den Berg has recently organized the first Normal School Extension Department in the State of New York and the work is proving very satisfactory.

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I've paid close heed to the ways of men,
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At the potent power of pluck.
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A sentence that's worth one's heed,
"The man who's always afraid he'll fail
Doesn't stand much show to succeed."

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OF

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CHICAGO

Wednesday, February 27

Have you made your reservation for the Michigan dinner which is to be held in the Congress Hotel, Elizabethan Room, Chicago, 6 p. m., Wednesday, February 27?

If not, make haste, for it is going to be an event which nobody from this state will want to miss. There will be only two speakers, one of them to be President Marion Leroy Burton of the University of Michigan, and the other to be William McAndrew, formerly of Ypsilanti, Ann Arbor, St. Clair, and New York, and now newly elected Superintendent of Schools of Chicago.

Music will be furnished by Mr. Carrick of Charlotte aided by a competent corps of minstrels, among whom will be Mr. Benjamin F. Comfort of the Cass Technical High School, Detroit, who promises to contribute some real Michigan folk songs heretofore unpublished.

This dinner is to be given by the University of Michigan and the M. S. T. A. Anybody who is interested in Michigan and is fairly respectable will be welcome. This applies particularly to former graduates of the University of Michigan and to all Michigan teachers, past, present, or future.

Tickets will be $3.00 and can be obtained from E. T. Cameron, 809 Prudden Building, Lansing, or at the Michigan headquarters which will be at the Congress Hotel during the week of the meeting of the Department of Superintendence of the N. E. A.

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